NEA Journal

MAY 1953

UNIVERSITY OF MICHIGAN
MAY 12 1953
PERIODICAL READING ROOM

SCHOOLS SERVE THE NATION

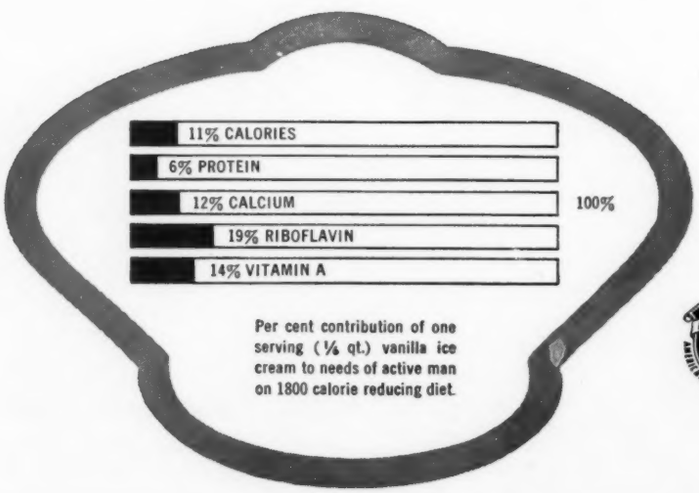
. . . by Teaching Health

See page 274.

NUMBER EIGHT IN A SERIES OF JOURNAL COVERS

ice cream, and

weight reduction



A reducing diet can have taste appeal and be effective, too.

In recent studies on weight reduction, ice cream was included with other dairy foods in meals supplying 1800 calories a day.[1] Strict adherence to such diets allowed gradual weight loss by larger women and by men whose calories did not need to be restricted excessively.

These diets contained approximately equal weights of protein, fat, and carbohydrate.[1] Fat combined with protein in a meal delays hunger—both that caused by emptiness of the stomach and by low blood sugar levels—for it reduces stomach motility and gastric juice secretion, promotes slower digestion and more gradual absorption of nutrients. Subjects on such diets maintained pep and a sense of well-being, reported no hunger pangs—but shed excess pounds.[1]

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Ice cream, a "morale booster," can go a long way to prevent the martyred feeling of the reducer.

[1]Weight Reduction Through Diet. A documentary motion picture produced in 1951. National Dairy Council.

[2]Dahlberg, A. C. and Loosli, J. K. Nutritive value of commercial ice cream. J. Am. Diet. Assn. *24*:20 (Jan.) 1948

The presence of this seal indicates that all nutrition statements in the advertisement have been found acceptable by the Council on Foods and Nutrition of the American Medical Association.

Since 1915 . . . the National Dairy Council, a non-profit organization, has been devoted to nutrition research and education to extend the use of dairy products.

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NEA Journal

THE JOURNAL OF THE NATIONAL EDUCATION ASSOCIATION

1201 16TH ST. N.W., WASHINGTON 6, D. C.

Volume 42 *Number 5*

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THIS MONTH

To THE American Dental Association we are indebted for the cover photo. Last in the series, "Schools Serve the Nation," it symbolizes the comprehensive health-education program of our schools.

DR. GROSSNICKLE'S arithmetic article is appropriately entitled "From Fruit to Fractions," but we could scarcely resist calling it "From Apples to Pi."

CLEMENTINE leaves us this month. We are hunting for a successor.

MIAMI BEACH bound for the NEA meeting? Floridians whom we've consulted recommend that the women bring sheer summer dresses and a lightweight coat. For the men, cool summer suits.

MAY is the birth month of Ralph Waldo Emerson, who was born 150 years ago this year. You will find in *Selections from Emerson,* Personal Growth Leaflet 26 (single copies free, NEA), quotations in addition to those spotted here and there in this issue.

NEXT YEAR

IN PLANNING the 1953-54 JOURNALS, we once again turn to you for advice:

What have you liked best in the magazine this year? What has appealed to you least?

What special articles would you like to see carried? What series?

Should this year's plan of functional centerspreads be continued? If so, what topics do you suggest?

Do you know teachers who can write *human-interest stories* about schools and children? Please send us their names and addresses and samples of their writing.

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Published monthly except June, July, and August by the National Education Association of the United States, 1201 16th St. N. W., Washington 6, D. C.

NEA JOURNAL goes to all members of the Association. Active membership dues, including JOURNAL, $5; including other publications in addition to JOURNAL, $10; life membership, $150. Single copies of JOURNAL, 50¢. Entered as second-class matter October 23, 1920, at the post office at Washington, D. C., under the act of August 24, 1912. Acceptance for mailing at special rate of postage provided for in section 1103, act of October 3, 1917, authorized January 26, 1921.

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News and Trends

Office of Education Benefits Little by New Status

On April 11, 1953, the Federal Security Agency became the US Department of Health, Education, and Welfare. Unfortunately, the status of the Office of Education remains *relatively* the same even tho this change has made it part of a cabinet department rather than part of an independent agency.

President Eisenhower has recommended that Secretary Hobby have a special advisory committee on education to "help insure the maintenance of responsibility for the public education system in state and local governments while preserving the national interest in education thru appropriate federal action."

This committee will not be appointed until Congress passes legislation setting forth details of selection procedures and authorizing compensation for the members. It is not known, therefore, whether it will be composed of laymen or professional educators, or, if it is a mixed group, which element will have the greater representation. Likewise, the precise relationship of the proposed committee to the Office of Education has not been defined, altho the President recommended that it advise the Secretary, *not* the Commissioner of Education.

The Commissioner of Education will continue to be appointed by the President with Senate confirmation, and his legal functions will not be transferred to the Secretary of Health, Education, and Welfare.

The administration of funds for land-grant colleges, vocational education, and federally affected areas remains with the Office of Education.

Organizations Defend Academic Freedom, Assert Faith in Schools

The general board of the National Council of the Churches of Christ in the USA recently denounced "certain methods" of Congressional committees investigating communism in education and authorized a committee to guard against either communist infiltration or "wrong methods of meeting that infiltration." The Council consists of 30 Protestant and Eastern Orthodox communions with 35,000,000 members.

The statement said in part, "At this moment when national unity based upon mutual confidence is of paramount importance to our security, men in responsible positions must not, thru unsubstantiated charges and blanket indictments, destroy confidence in our American schools, colleges, and universities. . . .

"There should be no encroachment upon the sound American pattern of local control of schools. National regimentation whether of business, of labor, of religion, or of education is abhorrent to Americans. No regimentation is more dangerous than that of the mind."

The board of directors of the Chamber of Commerce of the United States has reaffirmed its faith in the American school system and its "belief in the integrity, the conscientious purpose, and the patriotism of an overwhelming majority of those who administer its affairs, supervise its functions, and staff its classrooms.

"The American school system has been a powerful safeguard for our free institutions and a bulwark against communism. We applaud the efforts of those schoolboards, administrators, and teachers who have eliminated from their ranks those whose ideologies are inimical to our national safety. We urge their unceasing vigilance in maintaining our cherished educational system as a citadel of freedom."

A resolution adopted in March by the United Auto Workers-CIO declares that teachers and administrators "have been diverted and hounded by a reactionary attack on the schools by McCarthy, Velde, Zoll, and others whose objective is to reduce the level of public expenditure for education and to frighten the schools into the service of reaction."

The resolution asks local unions to "join in the fight to defend the freedom of the teacher" by urging Congress to "resist the drive against American education which, under the guise of an attack on communism, is, in fact, a deliberate attempt to turn our schools over to the forces of reaction."

The executive committee of the Nebraska Department of the American Legion passed a resolution on Mar. 9, 1953, reaffirming its faith in the effectiveness of the citizenship education in Nebraska's educational institutions, condemning all authors of subversive attacks upon the schools, and calling upon Legion members to be ready to support and defend the schools against attack. The resolution thanked members of the teaching profession for the great assistance rendered by them to the Legion's Americanism program; and commended schoolboards, trustees, and regents in Nebraska for their careful selection of teachers, faculties, and administrators. The Legion stated that it considered academic freedom a necessity for stimulating and challenging teaching and research, but emphasized that such freedom does not constitute license for teaching precepts inimical to our American system.

The Association of American Universities in a recent statement declared that full academic freedom must be guaranteed to professors and scholars, but it should not include the right to membership in the Communist party. The statement urged professors to answer questions asked by competent authorities and not to invoke the Fifth Amendment against selfincrimination.

The statement said, in part, "Free enterprise is as essential to intellectual as to economic progress. . . . To enjoin uni-

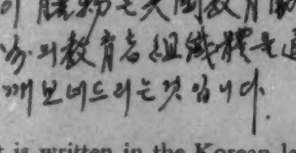
formity of outlook upon a university faculty would put a stop to learning at the source. . . . To fulfill their functions, the members of university faculties must continue to analyze, test, criticize, and reassess existing institutions and beliefs, approving when the evidence supports them and disapproving when the weight is on the other side. . . ."

Intergroup Education Kits Are Available

A kit on intergroup education is available *on loan* to teacher education institutions and other interested groups. The program is sponsored by the NEA, the American Teachers Association, and the US Office of Education. Kit materials were selected with great care. Address inquiries to the NEA-ATA Committee, National Education Association, 1201 16th St., NW, Washington, D. C.

First NEA Clothing Packages Sent to Korea

The sentence below says, "This gift is sent to you from the teachers of the United States thru their local and state organizations affiliated with the National Education Association of the United States."



It is written in the Korean language, Hangul, and is part of a letter which accompanies each clothing package provided by the NEA Overseas Teacher Fund.

The first shipment of 1250 clothing packages, valued at $25,000, left the United States on March 17, 1953. Each $20 package, containing seven yards of new wool cloth and sewing equipment, is equal to a 20% increase in the annual salary of a Korean teacher.

Receipts signed by Korean teachers will be forwarded to contributors, making possible affiliations, correspondence, and other contacts between United States and Korean teachers.

Contributions to the Overseas Teacher Fund may be made thru local education associations or directly to the NEA, 1201 16th St. NW, Washington 6, D. C. Checks should be payable to the NEA Overseas Teacher Fund.

Coming Events

The fourth annual Armed Forces Day will be observed on May 16. Suggestions for local observance of the day may be secured from Office of Public Information, Room 2E 780, Pentagon, Washington 25, D. C.

The All-American Conference To Combat Communism is sponsoring Know Your America Week, June 8-14. The purpose of the week is to encourage citizens thruout the country to rededicate themselves to the preservation of basic American principles. Information about the daily themes and helps for planning activities may be obtained from National Chairman Paul Wamsley, Elementary School No. 51, Buffalo 7.

The Eighth National Conference on Citizenship, sponsored by the NEA and the US Department of Justice, is scheduled for Sept. 17-19. The Statler Hotel, Washington, D. C., will be headquarters for the conference. Nearly 1000 organizations and agencies are expected to participate. For details write to Citizenship Committee, NEA headquarters.

Gifts to NEA Building Fund Tax Deductible

Contributions to the NEA Building Fund Campaign are deductible in the donor's income tax return under section 23(o) of the Internal Revenue Code.

If any local tax collector should challenge the deductibility of such a contribution, reference can be made to 1 C.B. 480, where an individual was permitted to deduct his contribution to the building of a city auditorium; and to 44 B.T.A. 169, where a company was permitted to deduct a contribution to a YMCA building fund.

Newbery and Caldecott Winners Chosen

Newbery Medal for the most distinguished contribution to American literature for children published in 1952 went to Ann Nolan Clark for her *Secret of the Andes* [Viking]. Caldecott Medal for the most distinguished picture book for children published in 1952 was awarded to Lynd Ward for *The Biggest Bear* [Houghton].

Dr. Givens Accepts MSA Assignment

Willard E. Givens, retired NEA executive secretary, is in the Philippines on a three-month Mutual Security Agency assignment assisting educators there in developing their professional associations for teachers. Dr. Givens is working closely with the Special Technical and Economic Mission [STEM], the MSA office in the Philippines. The education division of STEM is headed by W. Harold Loper, superintendent of public instruction in Hawaii.

EPC Changes Announced

New chairman of the Educational Policies Commission of the NEA and AASA is Lee M. Thurston, Michigan's state superintendent of public instruction. Vice-chairman is Sarah C. Caldwell of Akron, Ohio.

Two city superintendents were added to the commission membership in March: Kenneth E. Oberholtzer of Denver, to replace James B. Conant, now US high commissioner in Germany; and Lawrence G. Derthick of Chattanooga, who, as AASA president, succeeded Virgil M. Rogers as an ex-officio member of the EPC.

Educators Appointed to New Positions

Archer Burnham, executive secretary of the Nebraska State Education Association since 1938, will retire from that position in September or as soon as his successor is appointed. Dr. Burnham will become research director for NSEA.

Don M. Dafoe is the new commissioner of education in Alaska, replacing Everett Erickson. Mr. Dafoe was formerly assistant superintendent of schools in Anchorage.

Herold C. Hunt has resigned as superintendent of schools in Chicago to become professor of education at Harvard University. Dr. Hunt will take up his new duties in September.

A. W. Ford is the new commissioner of education for Arkansas. Mr. Ford succeeds A. B. Bonds, Jr.

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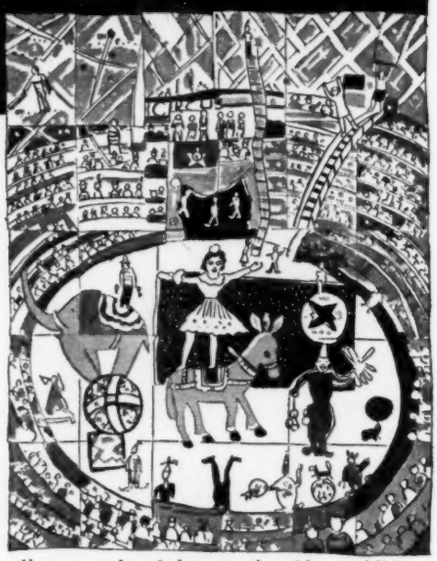
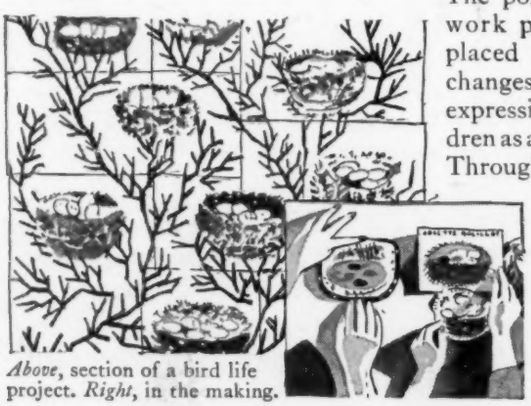


Above, completed circus—painted by 35 children.

From France comes a new theory of *Children's Collective Painting* which enables youngsters to learn to work individually yet at the same time in close harmony with others. Each student draws his own idea of a given subject. The group then selects the best drawing. This one is enlarged; then divided into equal-sized portions according to the number in the group. Here the coordinated individual work begins.

Greatest freedom should be given each child in choice of detail and use of color. The idea and outer contour of the part remains, but interpretation varies with each child. The portions may be compared as work progresses and finally are placed together. Sometimes a few changes must be made to improve expression of the whole. The children as a group make all the decisions. Throughout the project the teacher only advises.



Above, section of a bird life project. *Right*, in the making.

If further interested—Idea for this project comes from GRAPHIS MAGAZINE No. 38, K. Heitz Company, West 54th Street, New York 19, N. Y.

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OUR READERS Write

♦ *This feature of* THE JOURNAL *is an open forum for its readers. Ideas and opinions expressed here are those of the writers and not necessarily of the NEA.*

Question-of-the-Month

♦ *A recent question-of-the-month, "What followup steps do you take after the report card is sent home?" brought these comments:*

THE first followup step I take is to check my own progress. Am I growing professionally? Do I resent supervision? Do I have my initial enthusiasm? Am I practicing the same classroom courtesy that I have asked my children to observe? Do I show each child the respect that is due him as an individual? Is my classroom an attractive place where the children and visitors feel welcome and at ease? Are my children happy? Am I imparting to each of them an eagerness to share responsibility? Am I stressing spiritual values?—BIRDIE FLANAKIN, *sixth-grade teacher, Kinyon School, Poplar Bluff, Mo.*

MY FOLLOWUP procedures in the third grade include helping to bridge the differences between the third-grade generalized check-list ratings and the fourth-grade letter grades. In regularly scheduled parent and/or pupil conferences, stress is placed upon the likelihood that in fourth grade, C, B, or even D grades may replace the check given under the third-grade report's generalized statements, "Satisfactory growth," or "Satisfactory growth for *this* child."—VIRGINIA FRATCHER, *Iles School, Springfield, Illinois.*

I HAVE found that a personal visit or a telephone call immediately following the report card has helped. Quite often parents need and expect additional information relative to their children's levels of maturity, not only mental maturity, but physical and social maturity as well. I also invite parents to visit the classroom to see their children in a group situation.—MINNIE T. FORTE, *first-grade teacher, W. G. Pearson School, Durham, N. C.*

IN BEFORE-CARD conferences with parents I make an effort to explain how things are going, and to remind parents verbally that one must consider the interruptions of illness, and convalescence and the growth tempo of the particular child. After the card has been sent home, I continue to gauge my program to pro-

vide meaningful experiences so that not only may growth and development be satisfactory for this child but his thinking may be thereby motivated, challenged, and guided into achievements functional as well as factual. — GRACE GARDNER, *first-grade teacher, Ridge Road Elementary School, North Haven, Conn.*

Other Milestones

YOUR listing in the February 1953 JOURNAL of "Milestones in American Educational History" is interesting. I was disappointed, however, not to find in this list the passage of the Smith-Hughes Act in 1917. It seems to me that this was a serious omission. This act, in my opinion, has had a greater effect on secondary education during the last 35 years than any other factor. The Smith-Hughes Act did for secondary education what the Morrill Act did for the college level.—J. WARREN SMITH, *director, vocational education, Department of Public Instruction, Raleigh, N. C.*

AS ONE who teaches History of Education, I was interested in your centerspread, "Milestones in American Educational History." The list is a very good one. However, I would like to suggest two corrections and mention one important addition.

Under 1750 you mention Christopher Dock's *Schulordnung.* Dock wrote it in 1750 but, due to his unusual humility, would not consent to its publication for years. It was finally published in 1770.

The second correction appears under 1829. Hall's *Lectures on School-Keeping* was not the first book in English on the subject of teaching in this country. I can refer you to several previous books: *Improvement in Education,* Joseph Lancaster, N.Y.: Collins and Perkins, 1807, (Reprint of Third London Edition); *Manual of the Lancastrian System of Teaching,* N.Y.: Samuel Wood and Sons, 1820; *Sketch of a Plan and Method of Teaching,* Joseph Neef, Philadelphia: Printed for Author, 1808.

One important addition which I would suggest is an event of 1823. Samuel Reed Hall opened the first normal school in the US in Concord, Vermont, on that date.—JOHN A. NIETZ, *professor of education, School of Education, University of Pittsburgh.*

"MILESTONES in American Educational History" should surely mention the beginning of coeducation—at Oberlin College, Oberlin, Ohio, in 1835.—LUCY RICE WINKLER, *927 S. Ogden Dr., Los Angeles, Calif.*

Hawaiians Are Americans

I have just read "NEA Travel Enriches" [January 1953 JOURNAL, page 20],

[*Continued on page 308*]

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NEA Journal
MAY 1953

Care About our Profession

SUPERINTENDENT Lawrence G. Derthick of Chattanooga, Tennessee, 1953-54 AASA president, made a timely observation at the Atlantic City meeting when he said that to him the initials CAP meant "Care About our Profession." That is the heart of the matter.

Rooted in a century of experience, the Centennial Action Program expresses the aspirations of the keenest minds, the greatest hearts, and the noblest spirits of our profession. It is a positive program based on faith in ourselves, in our country, in youth, and in the future.

Our profession may be likened unto an airplane. With its engines running at half power, the plane will move along the runway, but not until they are developing their full power will it take to the air and really go places. Our profession has now for the first time enrolled more than half a million NEA members. That is a great achievement. But it is less than half our potential at a time when we need to rise to our full stature.

If we really *care*, we shall certainly achieve those goals of the Centennial Action Program (the first seven) which are within our own power to accomplish. This has been proved in state after state where leaders have held before teachers the glorious ideal of a united profession. Experience has shown that given adequate leadership a united program is easier to achieve than a divided loyalty with separate campaigns for local, state, and national.

Do not the same persons make up the membership of local, state, and national, which are merely three phases of a united work? How can teachers be led to see that together in unity like the three legs of a tripod, none of which would stand by itself, they have stability; that the urgent problems of a new world call for our united best? Are we not all members one of another?

If we believe that it is thru teaching that great civilizations are built, that the free public school by helping children to make the most of their God-given talents has enabled America in an incredibly short time to become the nation she is, and that America is only at the beginning of her real greatness, we shall build our profession thru the first seven goals of the CAP. These first seven are the necessary means for achieving the other goals, which concern the welfare of children and the nation. We cannot expect the people to rally around our cause if we ourselves take it lightly.

What about your state? Has it moved ahead? Does it rank with the best or the poorest? What steps can be taken *now* to assure good achievement next year? What leaders recruited? What plans made? What materials prepared?

The success of the CAP during 1953-54 will be largely determined by the purposes that are formed and the plans that are made during the next few weeks. Every state and local association is asked to consider and to adopt a goal for 1953-54 NEA membership. The plan is to take the difference between NEA membership on May 31, 1953, and the number of teachers in the locality or state; divide this difference by 4; and allot at least ¼ as a membership gain to be made during each of the four membership years between now and the Centennial in 1957. Every gain beyond the goal makes the future easier.

Let us *care* deeply enough about our profession to go forward in unity toward the great goals we have set for ourselves.

There is a tide in the affairs of men
Which, taken at the flood, leads on to fortune;
Omitted, all the voyage of their life
Is bound in shallows and in miseries.
On such a full sea are we now afloat,
And we must take the current when it serves
Or lose our ventures.

It is ours to live and serve at a great moment in history. The tide of human aspiration is running high thruout the world, and we must rise to meet the need or lose our opportunity of the century.

Joy Elmer Morgan, EDITOR

The *editor's* page

IN A NUTSHELL

- *To share is to care.*
- *Monopoly breeds depression.*
- *The secret of success is selfdiscipline.*
- *Serving others releases us from selfishness.*
- *The meaning of life is the use we make of it.*
- *Make the most of the best and the least of the worst.*
- *Civilization grows from excellence in the individual.*
- *History is not a god to be worshipped but a tool to be used.*
- *Only one who has known great hunger can know the joy of fulfilment.*
- *The free public school holds within itself the seeds of its own regeneration.*
- *It is not what one* DOES *for people, but the way one makes them* FEEL *that shapes their happiness.*

Ninety-Three Murders a Week

THE following editorial from *The Christian Century* for January 14, 1953, deserves the attention of every teacher:

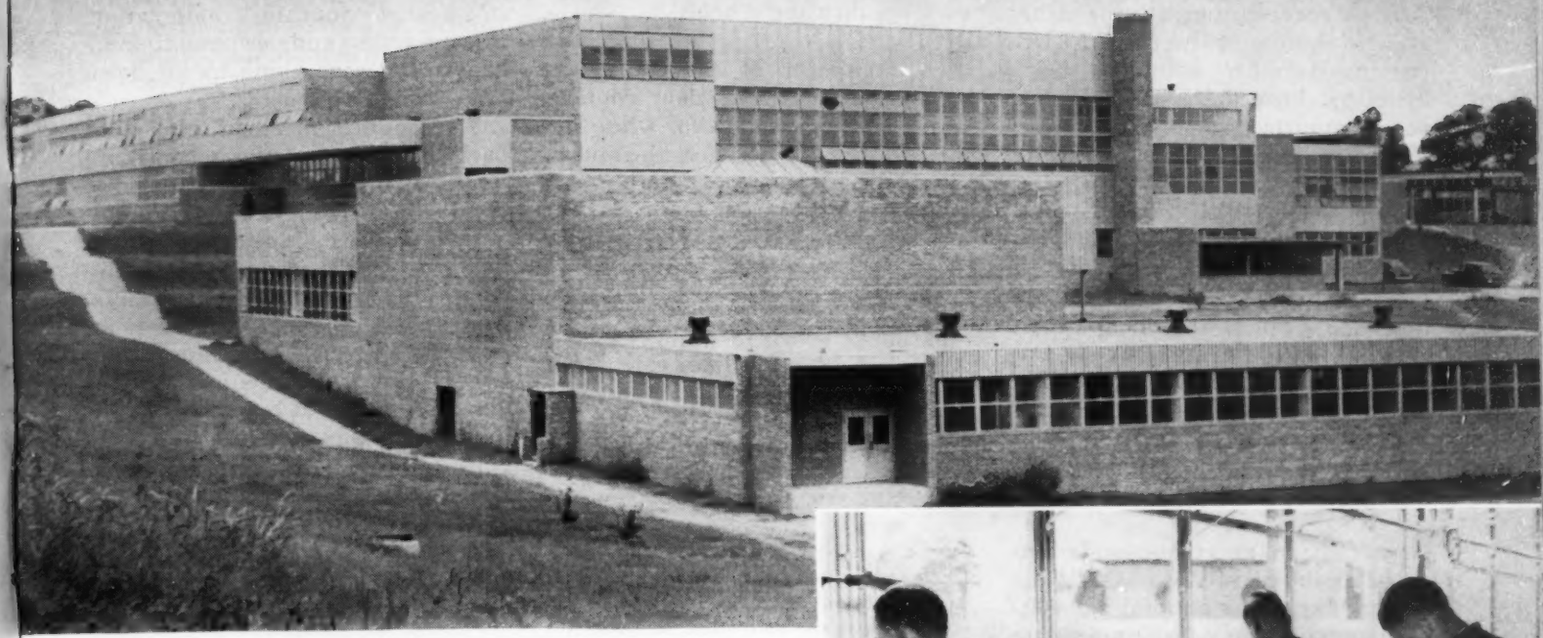
Starting in a parent-teachers association, a revolt is on in Chicago. We hope it spreads across the nation. It is a revolt against murder. Parents have taken up arms against the indoctrination of their children in murder and violence by television. Their first step was to get the facts. So, working in relays, 30 sets of parents monitored the children's daytime programs on the four Chicago TV stations. Day by day adults watched with growing horror what appeared on the screen. When the week was over, their notebooks showed that no less than 93 murders had been fed to the children during the last week of 1952. During the first four days, including the day dedicated to the Christ-child, 77 murders were pictured. The *Chicago Daily News* broke its story then on what the parents were finding, and the flow of gore began to diminish for the rest of the week. But at the end of the week, the score as printed by the *News* was 295 crimes of violence, including the murders, in a total of 134 children's programs. In addition to the killings, the children saw 78 shootings, 9 kidnappings, 9 robberies, 44 gunfights, 33 sluggings, 2 knifings, 3 whiplashings, 2 poisonings, and 2 bombings. The child audience on which this terror was unleashed ranged predominantly from preschool age thru the first three grades. The greatest number of homicides were shown on Saturdays and Sundays, "when films of violence were shown almost continuously from 9 in the morning until the children's bedtimes." The first result of this expose was a roar of angry confirmation from parents, teachers, and pastors. What further will be done remains to be seen, and will be reported here. Meanwhile we suggest that Sunday-school teachers of primary and junior departments all over the country also organize systematic viewing studies for a week to learn what their children are being taught by TV. Then on Sunday let the Sunday-school bulletinboard omit attendance and offering reports and post the following: "This week our children saw on TV —— murders, —— shootings, —— gunfights, —— sluggings, etc. God save America!"

Where Does Your State Stand?

MEMBERSHIP in The National Congress of Parents and Teachers, shown below, has almost doubled since the table was given in the NEA JOURNAL for December 1946. Population figures for Hawaii and unorganized territory—which includes Alaska, Puerto Rico, Samoa, Canal Zone, Guam, and Virgin Islands—are for Apr. 1, 1950. Ten states with highest percent membership are starred.

State	*Estimated total population July 1, 1951*	*NCPT membership June 1952*	*Percent membership is of population*
Total	155,880,268	7,219,165	4.6
Alabama	3,042,000	141,330	4.6
Arizona	805,000	44,893	5.6
Arkansas	1,910,000	95,195	5.0
★California	11,024,000	1,033,602	9.4
★Colorado	1,376,000	102,889	7.5
Connecticut	2,038,000	85,202	4.2
Delaware	329,000	18,300	5.6
D.C.	811,000	25,944	3.2
★Florida	2,961,000	181,460	6.1
Georgia	3,485,000	148,458	4.3
★Hawaii	499,794	43,662	8.7
★Idaho	590,000	38,199	6.5
Illinois	8,820,000	444,896	5.0
Indiana	4,036,000	209,795	5.2
Iowa	2,625,000	100,270	3.8
★Kansas	1,950,000	122,440	6.3
Kentucky	2,922,000	129,317	4.4
Louisiana	2,757,000	68,240	2.5
Maine	892,000	21,798	2.4
Maryland	2,441,000	84,066	3.4
Massachusetts	4,732,000	104,700	2.2
Michigan	6,545,000	226,275	3.5
Minnesota	2,994,000	164,144	5.5
Mississippi	2,192,000	59,207	2.7
Missouri	4,043,000	192,817	4.8
Montana	589,000	27,258	4.6
Nebraska	1,348,000	51,151	3.8
Nevada	171,000	8,712	5.1
New Hampshire	534,000	17,578	3.3
New Jersey	4,974,000	283,986	5.7
New Mexico	704,000	22,056	3.1
New York	15,026,000	292,058	1.9
North Carolina	4,135,000	237,998	5.8
North Dakota	605,000	27,999	4.6
Ohio	8,063,000	463,934	5.8
Oklahoma	2,266,000	118,931	5.2
★Oregon	1,558,000	104,364	6.7
Pennsylvania	10,559,000	337,976	3.2
Rhode Island	793,000	33,362	4.2
South Carolina	2,125,000	45,572	2.1
South Dakota	647,000	25,294	3.9
★Tennessee	3,318,000	213,765	6.4
Texas	7,991,000	401,541	5.0
★Utah	709,000	77,664	11.0
Vermont	373,000	21,359	5.7
Virginia	3,385,000	157,375	4.6
★Washington	2,425,000	160,982	6.6
West Virginia	1,995,000	90,021	4.5
Wisconsin	3,475,000	93,987	2.7
Wyoming	295,000	10,916	3.7
Unorganized terr.	2,497,268	6,227	0.3

They were glad to foot the bill



BOOKER T. WASHINGTON HIGHSCHOOL PHOTO

After a good long look at their outmoded schools, the citizens of Caddo Parish, Louisiana, dug deep into their pockets.

ROSCOE H. WHITE

Mr. White is superintendent, Caddo Parish Schoolboard, Shreveport, Louisiana.

"OH, YES, please raise our taxes!" What would ever make a large group of citizens say this as they cheerily stuck out their necks for the financial axe? Well, the title of this article gives a broad hint, but to get the whole answer to the question above, let's go to Caddo Parish in Louisiana, where I am superintendent of schools. . . .

For years school facilities had been going from bad to worse in Caddo Parish. Increasing birth rates, major shifts in population, and a "let's wait" policy about building all added up to a deplorable situation. Schools that were dingy and tumbledown were crammed with students who almost had to be piled in layers like olives in a bottle.

The schools for Negro children were in particularly poor condition, with one magnificent exception —the Booker T. Washington Highschool, built a few years previously in Shreveport and admirable in every respect. However, the enthusiasm of some of its students was tempered by the fact that it was the only Negro highschool in the parish, and so they had to come by jolting bus each day from distances as great as 65 miles. Even the finest school doesn't look very fine when seen thru eyes still heavy from waking long before the rooster's crow.

Each year more students crowded into the battered, substandard buildings until it became ap-

parent that something *had* to be done.

Being firm believers in community participation, the schoolboard and I enlisted the cooperation of 40 local citizens representing all the urban and rural areas of the parish. These citizens, together with five board members, formed the Citizens' Survey Committee, responsible for determining what housing facilities were needed by the schools.

After a number of committee meetings and conferences with the board, it was decided to have a comprehensive survey of the school system made by the Division of Surveys and Field Services of the George Peabody College for Teachers in Nashville. The survey was accordingly made, and after studying it carefully for nine months, the committee presented its report to the board in March of '51.

One of the major recommendations of the Peabody Survey was that the citizens vote an eye-popping $20,000,000 bond issue to provide adequate schools for both Negro and white students of Caddo Parish.

Altho the Negro population of the parish constitutes only about 35% of the total population, the schools that had been allotted to them in the past were so decrepit that $10,000,000 of the total sum recommended was earmarked for the construction of Negro schools. The report urged that every one of 77 small rural Negro schools be abandoned and replaced by 16 consolidated rural elementary schools and highschools, with transportation to be provided to them.

It was also recommended that new buildings be constructed to replace most of the Negro elementary schools in Shreveport.

Naturally, the survey and report became one of the main topics of conversation in the parish. From the very start, the Parent-Teacher Association Council evinced a keen interest in what was going on. As early as September 1950, PTA members came to the schoolboard and said, "Caddo Parish has played ostrich long enough. We want people to find out just how bad the schools in our parish really are. Please let us use school buses, and we'll arrange conducted tours for all groups who have an interest in seeing what conditions are actually like in both city and rural districts."

Arrangements were made, and over a period of several months the PTA Council, with the willing help of other civic bodies, conducted scores of tours thru the schools.

The highpoint of the tours was reached when the student councils of the two highschools for white students asked to see for themselves what things were like in some of the other schools.

Each council, composed of about 70 members, took the tours and saw conditions that roused their sense of fair play and made them outspoken in heated youthful indignation. Photographers and newsmen from local papers went along to jot down the students' comments.

The council members also went back to their respective schools and reported to homeroom groups what they had observed—drafty old buildings, primitive sanitation, inadequate lighting, and surroundings inexpressibly drab and depressing. And so the entire studentbody of each school learned how things really were, and of course the matter got a thoro going-over at hundreds of family dinner tables as a result.

Because it was hardly practical for thousands of citizens to go trooping thru the schools, the committee requested of me that a sound motion picture be made.

Undaunted by an almost complete lack of experience, a group of amateurs including myself prepared a documentary film called, "It's Up to You." Every bit of the writing, production, photography, and editing was done by us amateurs—only the development of the film and the sound track recording were handled by professionals.

The picture was completed in early September of 1951 and had a decided impact on the communities. Many faces were flushed with embarrassment as the eloquent story of neglect and indifference marched across the screen.

Citizens saw overcrowded white schools, frequently housed in flimsy temporary buildings. They saw the pathetic little rural schools for Negroes lacking most of the basic facilities for health and sanitation, to say nothing of the many things regarded as desirable and necessary for a wholesome, constructive school program.

The eye of the camera took them on the long lurching bus trip that was the dreary lot of the many rural youngsters who had to make the daily round trip to the Negro highschool in Shreveport. They saw the harassed faces of teachers so weary from coping with enormous classes that they had little energy left for

Tennessee Textbooks

"The investigation revealed no evidence whatever of any attempts thru the public school to wilfully indoctrinate the youth of the state with communistic or socialistic philosophies or practices. . . ." So reads a report submitted recently to the Tennessee General Assembly by a committee of five legislators appointed to investigate textbooks used in public schools and colleges of the state.

Of those who appeared to testify against books, the committee asked if the witness had filed a written complaint, if he had read the book in question, and—if he had not—what was the source of his complaint. Did the witness have a copy of the objectionable book with passages marked which indicated communistic or socialistic teachings? Authors and publishers were given a chance to be heard in defense of books questioned.

The committee also declared that:

(1) Tennessee schools are trying to give students a comprehensive understanding and appreciation of American democracy.

(2) Study of controversial issues is an essential of education in our democracy.

(3) The right of people to disagree must be protected.

(4) Authors cannot hope to satisfy everyone when writing on controversial subjects.

(5) The teacher is more influential in the classroom than textbooks.

(6) Tennessee teachers are among the most conscientious, patriotic, and loyal citizens of the state, and their salary schedules should be improved.

"Tennessee Investigates Teachers and Textbooks"—a complete report of the Tennessee Legislature's investigation of teachers and textbooks, showing what was done and how it was done—appears in NEA News *for April 10, 1953. Single copies available free from the NEA while the supply lasts, to persons sending a self-addressed, stamped, number 10 envelop.*

the actual business of educating young minds.

THE schoolboard had announced in August 1951 that at its next meeting it would issue a call for an election on the bond issue to be held on October 30. Public opinion, now snowballing in the right direction, was given additional impetus by the formation of a volunteer committee, the Citizens Committee for the School Bond Issue, formed in September of '51. This group of 30 citizens assumed responsibility for promoting the passage of the $20-million bond issue and handling community publicity related to it. The committee worked closely with the Parent-Teacher Association and the League of Women Voters.

They succeeded in presenting "It's Up to You" to over 100 varied civic groups and arranged for speakers to lead informal discussions after the picture was shown. The committee also wrote a number of articles for the local papers highlighting specific angles of the situation.

The League of Women Voters, in cooperation with the committee, prepared bulletins stating succinctly the multiple pressing needs of the schools and mailed them at their own expense to every voter in the parish.

At the psychological moment, the billboards of Shreveport, as well as almost every streetcar and taxicab, were plastered with posters advertising the coming bond-issue election and urging people to get out and vote.

By October 30, when the vote was taken, the still small voice of almost every Caddo Parish conscience was moaning to its owner, "Ouch! I hurt." The outcome was inevitable, and the $20-million bond issue was passed by a thumping majority.

As I see it, there are several morals to be derived from this tale of Caddo Parish. One is that people *are* willing to make sacrifices once they are convinced of their duty and obligation. Another is that the best way to enlist popular support for something is to get the greatest possible number of people to roll up their sleeves and work side by side on a common problem. If the schoolboard and I had decided to tackle the matter singlehanded, we would doubtless still be behind the eight ball and wondering what on earth to do next. #

HAPPY JOURNEY

School — and what the five- or six-year-old learns

TO MAKE friends with the teacher and the other children . . .
to be cheerful, cooperative, courteous, fair

To share . . .
tools . . . ideas . . . games . . . experiences

To explore . . .
handling, manipulating, discovering what it is, what makes it go

To express himself with . . .
words, clay, paint, crayons, linoleum, music, hammer, scissors

To plan . . .
what he will do next . . . when the group will set up its store or visit the dairy

To listen . . .
to a story . . . to teacher's directions . . . to classmates . . . to what the music says

To look at books, to love them, soon to read them . . .
to recognize print . . . to find out that what he says can be written down and read

To care for himself and his belongings . . .
to attend to his own bathroom needs . . . to hang up his clothes . . . to return each toy and tool to its place at pickup time

To play vigorously in the out-of-doors . . .
developing muscles . . . taking turns . . . learning the rules

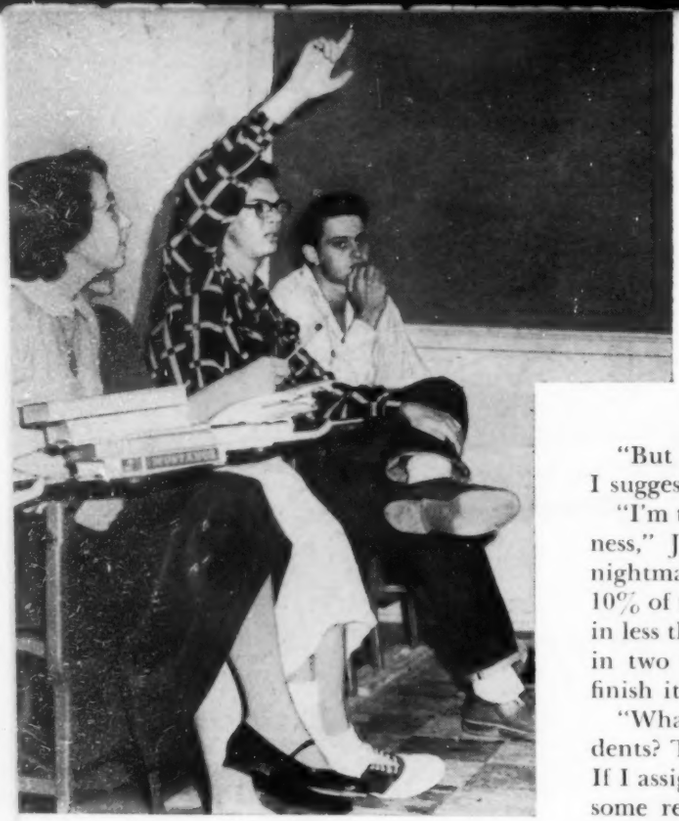
To use new words . . .
drawn from trips . . . experiences . . . from talking about slides, films, books, pictures

To think of others . . .
a gift for Mother . . . a note to a sick classmate

To protect himself . . .
and to know those whose duty it is to protect him

This statement is adapted from *Happy Journey*, a gaily illustrated handbook telling parents what young Five or Six is expected to learn in his first year at school. The handbook also suggests how parents can prepare their youngsters for the adventure of going to school.

***Happy Journey*'s publishers: two NEA departments, the National School Public Relations Association and the Department of Elementary School Principals; and the National Congress of Parents and Teachers. May 1953. 32p. Single copies, 40¢; quantity discounts. Order from NSPRA or DESP, NEA headquarters.**



Meeting Differences Differently

"OVER a third of the class failed! For a month I did everything but stand on my head trying to teach *Ivanhoe* to three classes of wriggling ninth-graders. But in spite of my wiliest wiles, many were bored stiff."

Jane, our new ninth-grade English teacher, was obviously distraught. Absent-mindedly she rumpled her recently acquired sleek bangs, forgetting that she no longer had the old, indestructible poodle cut. "At least 10 boys said they had read the story before or had seen the movie. They didn't want to read it again. In fact, from the looks of their test scores, I'm sure they didn't."

As I was both Jane's personal friend and supervisor, I asked a candid question. "Why didn't you let them read some other good book which they might enjoy, such as *Master Skylark* or *Men of Iron*? Did you ask what kind of stories they like?"

"No, with my mob I figured it was just hopeless. I have 30 students in one class, 36 in another, and 38 in my third English class. In my two social-studies classes are 62 more. I'd have to be psychic to know everything about that many kids."

"But to get back to *Ivanhoe* . . ." I suggested.

"I'm thru with it now, thank goodness," Jane went on, "but it was a nightmare while it lasted. About 10% of my students finished the story in less than a week, over half of them in two weeks, and some will never finish it, I'm sure.

"What can I do with so many students? They just won't stay together. If I assign them three chapters a day, some read nine chapters, and some not a single line. And when they write compositions—just let me show you something!"

I saw the writing efforts—ranging from fresh, original lyrics to a disjointed mass of incoherent sentences labeled "My Dog, Trix." Jane and I had a long talk. Here are a few things she tried as a result of several such confabs.

WHEN students began a unit on animals, she first found out the names of the stories they had been reading and enjoying. Students wrote a paragraph about their pets and mentioned the wild animals they wanted to know more about. Then for several days Jane passed out books as "free samples." Students were also given class time to read the selections about animals in their literature anthology with the suggestion that they might like the books from which the samples were taken.

No question-and-answer sessions; no day-by-day assignments; no factual tests about *who* did *what* to *whom* on *which* day. Instead, guidance by the teacher; much student reading; and frequent spirited discussions. These discussions were aimed at an understanding of the behavior of animals and humans. "In *Call of the Wild*, why did Buck hate one master but risk his life to protect a later master?" was the type of problem considered.

Then Jane passed out more "free samples." She and the librarian brought excitingly illustrated books about wild elephants, tigers, monkeys and lions and horses, dogs, cats, and pet deer to class. The librarian spent a few minutes telling about the part of the book *Kon-Tiki* where the crew became friendly with sharks and pulled them onto the raft by their tails. When she finished, six boys and three girls raised their hands for the book.

The teacher showed books about water buffaloes and man-eating tigers; she read thrilling adventures from them. Books were dealt out to boys and girls like playing cards! Within three days almost every student in class was reading a book he liked and at his own rate of speed. If he found his book too difficult, he exchanged it for another.

JANE told her classes there would be group discussions about their animal stories at the end of two weeks. She wrote key questions on the blackboard to guide them in their reading.

In Jane's classroom there was no movable furniture such as is found in many newer schools. However, as she said, "We can't move the chairs, but the students can move around to carry on group work! We can make some extra space so that the buzz from one group won't interfere with the others."

Jane wondered how she should group students for the discussions. Should the bright ones, slow ones, and "in-betweens" be put together? Should the boys make up certain groups and the girls others? Should they be grouped according to interest in certain kinds of animals—dogs, horses, lions, and tigers?

She decided to try interest grouping first. "One of my main purposes now is to help them realize the fun of reading," she reasoned. "When

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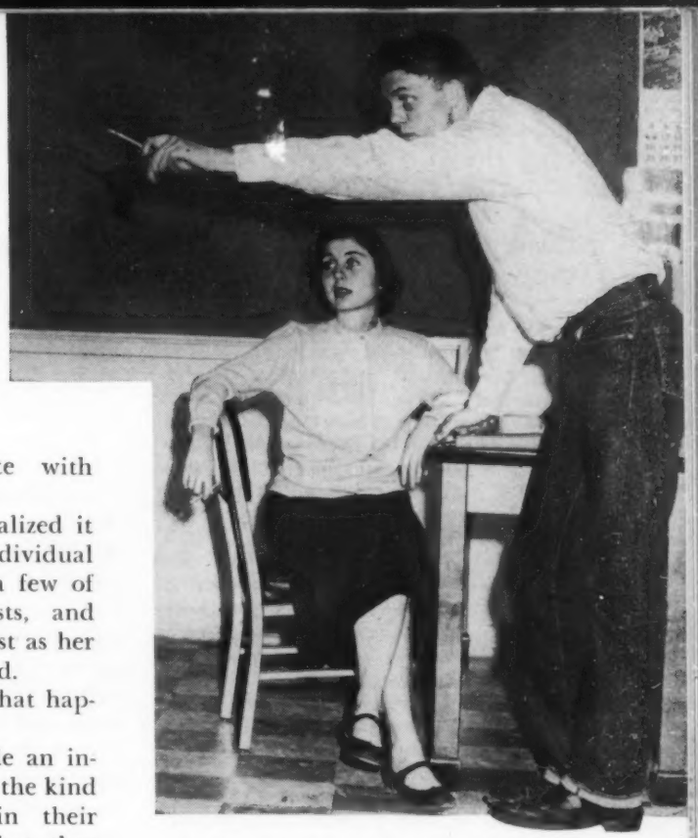
If you still have the lock-step approach to teaching literature, how about experimenting with some group activities?

ARNO JEWETT



NORTH PHOENIX HIGH SCHOOL, PHOENIX, ARIZONA

they find out how many good books there are featuring their favorite animal, maybe they'll exchange books and read widely." By the end of the first week several students had finished one animal book and started another.

As Jane looked up from helping one of the slow readers over a difficult spot in his book, she noticed one of the girls sketching the horse Smoky. "Why, that's good enough for the bulletinboard!" she said. "Perhaps other students would like to make drawings or take pictures of the animals they are reading about and post them with the titles of books." The students went far beyond the teacher's suggestion. Before long, pictures overflowed the bulletinboard, and a mural soon marched around the walls, complete with jungle life and domestic animals.

THE group work—during which students talked about their animal books, showed pictures, and read a brief adventure to the others—was not all that Jane had hoped for.

"A few of them forgot to bring their books. They wasted time getting into their groups. There was some noise and inattention, and one group finished 10 minutes early. But I think my main purpose was accomplished. You should have seen them trading books after their discussions were finished!

"The volunteer group leaders were very intelligent students. I worked with them the day before the discussion groups met to plan ways of introducing speakers, of encouraging clear, polite exchange of ideas, and of stimulating careful listening."

Did Jane realize that she was involved in the nebulous art of group dynamics—that her students were learning the democratic processes of social interaction? And that she was providing challenging opportunities for children commensurate with their capacities?

Certainly, whether she realized it or not, she was "meeting individual differences" and satisfying a few of the "varied needs, interests, and abilities" of her students, just as her education books had advised.

"That's not bad, Jane. What happened next?"

"Next, the chairmen made an informal report to the class on the kind of stories talked about in their groups and summarized what they had learned about animals. These reports were limited to three minutes each, but even so the bell rang before the last two were given. We finished the next day."

"DID you do anything about evaluation?"

"Yes, I tried what you suggested, and I was surprised. Most of them said they liked to talk about their reading. One group thought its chairman was too dictatorial. Another complained because one student talked too much.

"But I got them to make constructive suggestions for better participation next time—like timing themselves to see which group could start work most quickly, giving each student a fair chance to talk, making adequate summaries of ideas presented, and keeping concise minutes of work accomplished.

"Naturally we also evaluated the literature we had read, including honesty of ideas, excitement in stories, traits of heroes, behavior of animals in different environments, and so on."

Nothing astonishes men so much as common sense and plain dealing.

—Ralph Waldo Emerson

"Didn't you have any check-up tests?" I asked.

"No, not the usual sort. The chief aim of the unit was to help each student enjoy worthwhile stories geared to his top reading level. Jim, who is supposed to have a terrific IQ, tackled *Moby Dick*. Betty, who is the slowest reader, had success with an easy little story about a monkey without a tail who wanted to become chief of his tribe. She liked her book.

"As I wanted to help them enlarge their vocabulary, I asked them to list in context 10 to 15 useful words they had learned from their reading. I wanted them to learn to work together in small groups."

"Seems to me that you are really helping these boys and girls improve their reading, speaking, writing, and listening skills. Have you talked to any other teachers about this experience?"

"Yes, but some of them say they've tried it, and it just won't work. They say that students cause disciplinary trouble because they don't know how to behave in small groups. But I've been wondering if that isn't proof we need to give them a lot more experience at just this sort of thing. It seems to me essential for them to learn to work and live together and to consider the other fellow's ideas."

COLLEGE GUIDANCE

—whose job is it?

Who should be responsible for student guidance in higher education? At the request of JOURNAL *editors, Marjorie Carpenter and E. H. Hopkins agreed to explain—for the benefit of our readers—their somewhat different answers to this question.*

To show that her colleagues are really not at opposite poles or at each other's throats, M. Eunice Hilton then agreed to harmonize the two statements. She has also sketched a bright picture of the college guidance program of tomorrow, as she sees it.

Dr. Carpenter is chairman of the Humanities Department, Stephens College, Columbia, Missouri. Dr. Hopkins is associate dean of faculties and assistant to the chancellor, Washington University, St. Louis, Missouri. Dr. Hilton is dean of the College of Home Economics, Syracuse University, Syracuse, New York, and vicepresident of the Association for Higher Education [an NEA department].

MARJORIE CARPENTER

EVERY college faculty member should do *some* counseling. Experience makes me believe this is the best guidance policy for higher education. Of course, when I say this, I am making several assumptions:

[1] There will be experts available for aiding students with deep-seated psychological problems.

[2] Time will be given faculty members for guidance work.

[3] Training in counseling will be provided for all the faculty.

[4] Prospective faculty members will be informed that they will be expected to do some counseling.

[5] The institution will want to counsel all students and not just serious cases.

BUT what do I mean by counseling? I mean aiding each student to know himself—his abilities and interests, and the ways in which he defeats himself. I mean increasing the ability of the student to make his own decisions and to take steps which he himself comes to see are important for his growth.

And what do I consider the qualities needed by anyone who counsels college youth? He must be able to understand the underlying motives and concerns of the person talking to him. Notice that I did not say the person to whom he is talking; the ability to *listen* and not to hand out advice is all-important.

Furthermore, anyone who counsels must be able to discern points of tension and distinguish between maladjustments needing clinical attention and those blocks to satisfaction which the student can be guided to see for himself. The most important step must be to find stimuli which will spur the young person to want to grow and change in attitude.

OVER a period of years, it has become clear to me that it is just these qualities which the good teacher needs. At his peril will he forget that the student in front of him is a person and not a sponge to absorb facts. He must be more concerned with the student's growth than he is in bombarding him with a barrage of facts, or impressing him with the brilliance of his lectures.

An instructor must reach out to the young student and see him, his background, and his future as a setting for the facts and skills the student is supposed to acquire. If the instructor is wrapped up in himself and his subjectmatter, the best antidote I have ever seen is to present him with a few counselees. He soon becomes so interested in their achievement and personal growth that other students also take on a new significance.

An instructor may also fail because of his disinterest in relating and integrating materials of other subjectmatter areas with his own. Again the experience of counseling students will show the instructor the need for making clear the interrelationships of subjectmatter and the application of all material to life problems.

OF COURSE, the big gain must be to the student. Not only must he profit from better teaching but also from better counseling. And I believe the great majority of students need just the type of treatment which results when every college teacher is given on-the-job training in how to counsel.

Most college students have no need of the expert counselor. But they *do* very much need adult friends with whom they can discuss the many important decisions they are making about advanced work in academic subjects, about choice of a career, about social relationships with their own sex, and often about a proposed engagement or marriage. Often a listening ear and a few guiding questions provide the necessary clarification of difficulties and a helpful check on decisions.

Above all, as I indicated before, *students need a chance to see themselves more clearly, and to recognize areas in which they need to change their own personalities so as to make the most of their assets and understand how to cope with recurring faults which defeat their best efforts.*

Friends their own age help, but they are not enough. Parents, despite their wider experience and more mature judgment are too close to their children emotionally to be objective. If faculty members are given time for student counseling, the young student feels that he has a right to talk out and consider his personal problems with a mature friend. And the few students who do need expert counseling will be spotted more quickly if every student has as a counselor a faculty member who is trained to be alert for these special cases.

TO SUMMARIZE, students need the faculty counselors; teachers need students who come to them to be counseled. No institution can afford to neglect the opportunity to provide time for such a relationship even

tho there are administrative difficulties and even tho our presentday insistence on nothing but specialists makes us hesitate to develop such a program.

E. H. HOPKINS

IT WOULD be wonderful—yes, the millennium—if all college teachers were willing and able to counsel adequately the students they teach. It is a goal worth striving for, but unfortunately we are far from reaching it.

So the question we're all interested in is: "How can we do the best possible job of teaching and counseling with the personnel presently available?"

THEORETICALLY, at least, a college could adopt any one of four counseling policies:

[1] All counseling should be provided by nonteaching, professionally trained counselors.

[2] All counseling should be provided by subjectmatter teachers; i.e., no professional counseling.

[3] *Every* teacher should be a counselor, with professionally trained counselors assuming the responsibility for guiding students with more difficult problems.

[4] *Selected* teachers should be counselors, with professionally trained counselors assuming the responsibility for guiding students with more difficult problems.

For practical reasons, one and two can be ruled out. This leaves three and four, both of which call for counseling of students with more difficult problems by counselors adequately trained and experienced in psychological, educational, and vocational counseling.

If *all* teachers were equally competent as student counselors, there would be no question about the acceptance of three as the best policy. But we know they are not.

It is readily admitted, in most cases at least, that the active participation of any teacher in the student-counseling program will eventually improve his understanding of students and therefore the effectiveness of his teaching, as Dr. Carpenter has pointed out. But is the improvement in the quality of teaching sufficient to warrant the lowering of the standards of the counseling that would be provided if only those teachers with known counseling competence were used as faculty counselors?

FOR several reasons it would appear that *selecting* faculty counselors on the basis of interest and ability in student counseling—number four—would be the wiser policy to follow:

[1] Much more than with teaching, successful counseling depends upon a feeling of personal confidence in the faculty counselor on the part of the student. Therefore, the faculty counselor must justify this confidence by his qualifications as a counselor.

[2] Poor counseling is often worse than no counseling. Consequently, the net gain in having "every teacher a counselor" may well be at the expense of the counseling program, and totally disproportionate to the improvement in teaching that might be expected to follow.

[3] Counseling is not the only way to improve teaching effectiveness. For those teachers who are less competent in counseling, it may be far more beneficial to their teaching effectiveness for them to spend an equivalent amount of time in an inservice teacher-improvement program or in research.

In short, the fact that student counseling is recognized as a means of improving the quality of instruction seems to me an insufficient reason for adopting the every-teacher-a-counselor policy. It would be just as logical to ask every teacher to teach every subject, because by so doing he would improve his understanding of his own subject and so become a better teacher.

But, you might ask, should teachers who are not capable of counseling be in teaching? My answer would be: A great many such persons are teaching and will continue to teach for many, many years. Some of them are fine scholars and lecturers, particularly on the advanced levels.

BECAUSE of all these considerations, it seems to me that in the typical present day college or university, the best possible job of teaching and counseling can be done if:

[1] Genuine importance is attached to the quality of both the teaching and counseling functions.

[2] Enough professionally trained counselors are available to handle difficult and complex cases.

[3] Day-to-day personal and academic counseling is provided by those members of the faculty especially interested and competent in this area of student personnel service.

[4] *Both* the professionally trained counselors and the faculty counselors not only work closely together themselves, but also coordinate their counseling functions with functions of other faculty members.

YES, from time to time *all* members of the teaching faculty should be brought into counseling situations, both for their own and the students' benefit. But it does not necessarily follow that *all* teachers should be given definite and continuing assignments as counselors.

I believe the ideal counseling program in higher education is a synthesized program of *selected* faculty members and student personnel specialists working in close harmony toward mutually agreed-upon objectives.

M. EUNICE HILTON

THAT professionally trained counselors must be available for help with the more complex and difficult problems both Dr. Carpenter and Dr. Hopkins agree. That the teacher and his teaching probably would benefit from the counseling of students is also agreed. But then Dr. Carpenter and Dr. Hopkins pretty much part company.

Dr. Carpenter seems to be talking about an ideal situation in which every college teacher would be capable of counseling; Dr. Hopkins, of what he considers the best policy with college teachers as they are today. She believes that all teachers should serve as counselors; he believes that because many college teachers today for one reason or another would not be satisfactory as assigned counselors, only selected faculty members should so serve.

THERE is no question in my mind but that *all* teachers must do *some* counseling; the very nature of the teaching activity implies and demands it. I'm sure that both of my colleagues would agree with this.

Even the parttime lecturer cannot escape the student who knocks on his door to discuss some way of achieving better marks in his examinations or to ask advice on the possibilities

of the lecturer's field as a major for himself. Any teacher may become involved in the problem of the student who is overcutting or who has lifted his term paper from an article in an encyclopedia. Even tho these problems may call for referral, the teacher cannot cancel himself out of the picture entirely.

To be sure, he might be surprised to know that the talk he has with a student amounts to counseling, for we have been inclined to oversell counseling as an almost magic way to solve personal problems. This makes the teacher shy away from the word counseling and often makes him disclaim any such activity. Yet we know the needs of students could not be met as well as they now are if much levelheaded, commonsense counseling on everyday problems were not being done by teachers interested in students.

Not all such teachers, by any means, are at present designated as counselors in the formal counseling programs of our institutions. It might be better if they were so designated, or if they were brought to see that counseling is inherent in the teaching situation. Then they might be expected to look with favor upon proffered help for improving themselves in counseling.

It is partly because counseling has been labeled as a special and separate activity—which it rightly is as soon as the level which requires special knowledge and skills is reached—that teachers feel they can reject it wholly. One of the engaging qualities of the humanbeing is the ease with which he sheds responsibilities which are not his primary interest.

And to the college teacher the guidance specialist looks like a fine person to free his time for study and research. This fact has brought about a situation which makes Dr. Hopkins' point of view tenable.

To be of much assistance in a counseling program for students, a teacher must agree that counseling is a real and desirable part of the teaching process and that he should devote some time to learning more about students and how to counsel them. Few of our present crop of college teachers were ever exposed to this point of view in their preparation for teaching; few have been so oriented thru inservice training.

The idea that a teacher can meet his students for an hour and then forget them as people completely until the next class hour will die hard for teachers who wish to devote themselves to subjectmatter and research. And there may be some justification for thinking that occasionally a teacher should employ his time thus in the best interests of his students.

At any rate, new attitudes and new interests on the part of faculty will have to be developed on our campuses before it will be wise or profitable to insist upon bringing *all* our teachers into the structured counseling situation.

As a matter of fact, I believe that while all teachers must be involved in some counseling, it may never be possible, or even wise, to make use of all teachers in the formal counseling program. However, students would get much more from their education if all teachers understood the dynamics of human behavior and had some skill in interview technics.

They would also profit more from counseling if there were a proper working relationship between teachers, designated as counselors or not, and the professional counselors. Such an understanding would prevent the student's being the object of two separate programs on the campus—one of instruction and one of guidance.

If these suppositions are true, we find ourselves considering these problems at a hopeful time in the development of education. Only recently has attention been given to working out programs for the preparation of college and university teachers which include information about students as well as for students.

We can do our best to interest the present college teachers in counseling and we can give inservice training to those interested. But the important thing in looking to the future is to place the concept of the teacher as a teacher of students as well as of subjectmatter at the heart of the program for preparing college teachers. Then we may hope for enough teacher-counselors to meet more adequately, along with the specialists, the need of college students for guidance. #

A GOODLY number of us Americans may be fairly "wealthy and wise," but statistics indicate that we could stand being a lot healthier. Since 1949, in an effort to remedy this deficiency, we have really gone all out for health instruction in our junior and senior highschool classes in Arlington County, Virginia.

Except for the Friday sessions, boys and girls attend separate health and physical-education classes. On Fridays they join forces and have a wonderful time dancing, or playing something like volleyball, badminton, or ping-pong. We feel these get-togethers contribute a good deal to their social development.

By the time students have reached their senior year, they have had 72 weeks of health instruction—43 weeks in junior high and 29 in senior high. This is equal to two years of instruction in a conventionally scheduled class.

No two classes are exactly alike, because the content and approach grow out of the interest and needs of the students, who help the teacher in planning the courses. Textbooks are used, but chiefly as reference books. The teacher utilizes all sorts of additional materials, from posters to moving pictures, to give vitality and interest to the course.

The seventh-grade course is divided into three units—an introduction to health, "Knowing Your Body," and first aid. In the introductory unit the teacher gets acquainted with the students and checks on their previous health education. He emphasizes that good health is no accident and gives the background of such modern health practices as pasteurization of milk or inoculations.

The second unit, "Knowing Your Body," lays the groundwork for all future health instruction. In this the teacher tries to make clear the functions and interrelationships of each of the systems that make up the human body. Two anatomical models and a skeleton are classroom helps.

Stressing the practical aspects of health instruction, the third unit is the American Red Cross junior first-aid course, and the pupils who satisfactorily complete the work are given Red Cross certificates.

One of the students' favorite ways

Mr. Foster is supervisor of health education in Arlington County, Virginia.

A picture of health

as it is taught in Arlington County, Virginia, public schools, grades 7-11.

ROY A. FOSTER

of winding up this unit is to divide into teams of four or five and act out imaginary emergencies. The details of hypothetical accidents are written on slips of paper, and each team draws a slip and demonstrates to the others what they would do if they were at the scene of such an accident.

In the eighth grade, the pupils learn how proper posture, exercise, nutrition, rest, and sleep contribute to personal fitness. They find out how the school nurse, physician, and dentist help them maintain their health and efficiency. Down-to-earth instruction on how to avoid needless accidents at home, at school, and at play is also given.

The ninth-grade health course covering mental health, heredity, and current research on health is considered most interesting by the students. They enjoy the mental-health unit, which takes up the study of what makes people liked or disliked by their associates. Frequently the students work out personality inventory lists on which each student rates himself. Then he has two or three classmates rate him to see how his own estimate compares with that of other people.

This unit also includes time for discussing dating and other boy-girl relationships. Needless to say, there's no yawning while students speak their minds on such topics as "Is it a good idea to go steady?" "What should a girl do if a boy starts drinking when she's on a date with him?"

The boys' classes invariably discuss "What do girls expect of boys?" and the girls examine the reverse of the coin, concluding with a joint panel discussion that is followed with as much interest as a favorite TV show.

The study of heredity and environment answers a good many of their questions about individual differences in personality. During this part of the course the students often get interested in their family background. Some of them make elaborate charts showing the eyes, hair, height, and body build of parents, grandparents, and all the assorted relatives and ancestors they can get information about. Poring over old tintypes, they shudder with relief when they realize how easily they could have inherited Grandma Tilly's hatchet face or Great Grandpa Muggins' flapping ears and beetle brows!

The study of heredity naturally leads to the study and discussion of the reproductive process. In this phase a good deal of muddled thinking is cleared up, and a number of old wives' tales are laid to rest. The favorite mistaken idea seems to be that birthmarks are the result of a mother's being badly frightened before the baby is born.

Current health problems—the final unit—include such things as the fight to conquer polio and cancer and the development and use of various wonder drugs like aureomycin.

Some time is spent in the tenth grade on the problem of narcotics and alcohol. Students are also given classroom training in driver education, with emphasis on the development of desirable attitudes. The standard Red Cross first-aid course is included in the tenth-grade course of study.

Preparing students to become responsible citizens in the community is the general aim of the eleventh-grade course. Such topics as prevention and control of disease, community health, health agencies, and preparation for marriage are studied and discussed.

We think we're getting fine results from our health instruction courses. They are popular with the students as long as tedious and hackneyed truisms are avoided and approach and content tailored to meet their needs. Our experience has shown us that to maintain interest, textbook study should be kept at a minimum and lavishly supplemented with field trips, group research, panel discussions, moving pictures, and guest speakers. #

BILLY stared listlessly out the window. The other fifth-graders were doing their arithmetic. Over 15 minutes ago Billy had finished his.

He always finished his work ahead of the others and got the highest marks, too. He had extra time to read the books in the library corner. But weeks ago he had raced thru those which interested him.

His teacher was disturbed about him. Of course, Billy could be skipped a grade. He was obviously able to do sixth- or even seventh-grade work. Mentally it would be a greater challenge to him, but there were other considerations.

Billy was small for his age. When playground teams were picked, he was among the last chosen in his class. He'd be far outsized in a group of older children.

His friends were children his own age. Most of his social experiences had been with them. If he were put with an older group, much of the conversation and social life would be beyond his maturity.

The Billys of the nation present a problem that must be solved. If they are to realize their potentialities, they need special consideration. Society needs the fullest contributions of their rich endowments. The board of education in Cleveland, Ohio, believes it is working out one answer to this problem.

Mrs. Norris is supervisor of major-work classes, Cleveland [Ohio] Public Schools.

Development of the Program

On a blustery fall day in 1922 the education committee of the Cleveland Women's City Club paid a visit to an assistant superintendent. The ladies came straight to the point.

"We want to know what you are doing for bright youngsters who learn faster than the average," they declared.

The administrator led the visitors to a special classroom for bright children and invited the ladies to stay and observe. Not only did they stay, but they liked what they saw. Later a check from the Women's City Club was presented to the Cleveland board of education to assist with the cost of the experiment.

Until the plan was proved educationally sound and was made a part of the regular school program, the financial support continued. Today Cleveland has about 1600 students enrolled in 42 major-work and enrichment classes at the elementary, junior-, and senior-highschool levels.

How the Plan Works

Susan Smith is one of the bright youngsters who entered the major-work program this year. She made a high score on the mental-ability tests, which are administered each semester by the bureau of educational research of the Cleveland board of education.

Because of her high score, the school psychologist gave Susan other tests. The results of all these tests were high. Then her principal, teachers, and the psychologist conferred concerning the advisability of placing Susan in a major-work class. Of course, Susan's social and emotional adjustment as well as her mental rating were considered.

After they agreed that Susan would profit from such a move, the supervisor of the major-work department of the board of education visited Susan's home to discuss the plan with Susan's parents. As was expected, the supervisor received the Smiths' wholehearted consent for Susan to enter a major-work class.

Susan was transferred immediately to the nearest school that had a

In Cleveland 42 major-work and enrichment classes are

Tailor-Made for High IQs

DOROTHY E. NORRIS

third-grade major-work class—Hazeldell Elementary School. There she soon felt at home. For play periods she and her third-grade major-work classmates go with all the other Hazeldell third-graders. They participate in the rhythm band and other regular school activities to which she is accustomed.

Susan likes the informal and stimulating atmosphere of the major-work class. Knowing about what Susan and her classmates can do, the teacher encourages each to work to his own capacity. The many class discussions enable the students to share their experiences and ideas.

Never do the students lack interesting and stimulating activities. Each has an individual project in a subject of particular interest to him, but he also is responsible for preparing part of a group project. While working on these projects, the children are responsible for collecting materials and budgeting their time. However, they do not get the feeling that they are being pushed.

Content of the Classes

Such activities embody the keynote of the major-work program—enrichment. Since children with high IQs can finish a regular course in less than the standard length of time, they undertake broader programs suited to their ages and interests. Yet their programs don't encroach upon the work of the grades beyond.

Susan and her classmates delight in singing such French songs as "Allouette," playing French games, and presenting French plays. At the same time, they secure a foundation for a more formal study of French, as well as other languages, in junior and senior highschool.

The superior students' avid interest in reading offers another area for broader development. Bob intends to be an explorer when he grows up. After his major-work instructor draws his attention to some of the great explorers and pioneers of history, Bob reads about Byrd's and Livingstone's travels, Daniel Boone's frontier life, and Lewis and Clark's explorations. He discovers the historical value of their adventures.

Bob's attention is also directed to books of poetry, biography, and science. Thru literature study groups Bob learns to appreciate good biography and fine poetry. By means of his newly learned library skills he can explore new books and articles for himself.

The many opportunities for learning by direct experience and observation outside the major-work classroom also open new avenues. Judy, who plays in the school orchestra, is thrilled by symphony orchestra concerts. She comes home with renewed enthusiasm for her flute lessons.

During the trip to the chemical plant Tommy, the tenth-grade scientist-to-be and class mechanic, shows his classmates some of the things he has read and talked about. The intricacies of the production machines at the industrial plant fascinate him.

Much time is also spent in helping children in the major-work classes in their personal and social development.

Results of the Programs

When Judy first entered the program, she was spoiled and conceited. She had always been the star pupil in her class, and her doting parents related her successes to all visitors, in front of Judy. Naturally, she had come to think she was someone extra special.

At the end of a year in the major-work program, Judy has sobered into a more considerate and appreciative youngster. Competing with children of more nearly equal ability, she finds herself to be one of many. The greater challenge makes her more alert and eager to utilize her abilities and opportunities more fully. Judy's parents, too, cooperate with the teacher's efforts and no longer rave about her brilliance—at least not in her hearing.

Understanding and appreciating abilities of her classmates serves as one step in Judy's social development. Thru class studies, discussions, and trips she and her fellow students are aided in understanding other people—those in the country as compared to their city life, those who have different family patterns, those who lived in the past, those who live in other countries.

These major-work students are helped to understand how it feels to grow up, to have to adjust to new places and situations, to belong to another group. With such understanding Susan, Judy, Tommy, Bob, and their classmates are less prejudiced and better prepared to assume their obligations of leadership in society.

Major-work students are accepting leadership responsibilities in the regular school activities. Judy is a student-council representative. Tommy is president of the science club. Bob writes book reviews for the school paper.

By virtue of their superior endowments, these bright boys and girls have a special responsibility to society. And they are better prepared to assume it because the Cleveland board of education has recognized *its* responsibility to them. #

Let's Look at Educational TV

What is the picture as the June deadline approaches?

Fourth in a series of articles on

A TRANSMITTING tower for educational television is shooting up next to the great astronomical observatory on Mount Wilson, near Pasadena, California. It is expected that this transmitter, because of its mountain-top height, may permit good reception as far away as San Diego, which is a little over 100 miles away. The programs will originate in a University of Southern California studio, elaborately equipped with funds from the Allan Hancock Foundation.

Representatives of the University of Oklahoma are proposing to collaborate with commercial stations in the transmission of television programs from a tower that may reach 1500 feet in height, taking their programs far across the flat prairies.

In New Jersey, a state network of educational television stations is envisioned by the state department of education with the encouragement of the governor of the state.

At Rutgers University, with the aid of a manufacturer of studio equipment, technical studio personnel are in training. Rutgers personnel and equipment were featured at the Atlantic City convention of the American Association of School Administrators, February 14-19, to show superintendents of schools what personnel and equipment are required for TV.

Under the direction of the National Commission on Teacher Education and Professional Standards and the National Council of Chief State School Officers, similar equipment will be used at Miami Beach, Florida, June 26, to show how TV can help in the professional preparation of teachers. On July 2, delegates to the NEA convention will see a demonstration of television as an aid in classroom instruction.

WHEN the Federal Communications Commission last April temporarily isolated 242 television channels for the exclusive use of education, it set June 2, 1953 as the deadline after which it would entertain petitions from commercial interests to delete educational reservations.

As this deadline approaches, the Joint Committee on Educational Television is making a careful accounting of the extent to which educators are seeking to use what some have called "the most important tool of education since the invention of printing."

The JCET is financed by the Fund for Adult Education established by the Ford Foundation, outstanding patron of television for the culture and enlightenment of the American people. JCET represents seven educational organizations: American Council on Education, Association for Education by Radio-Television, Association of Land-Grant Colleges and Universities, National Association of Educational Broadcasters, National Association of State Universities, the National Council of Chief State School Officers, and the NEA.

If You Are in Teacher-Education Work . . .

YOU can obtain from the NEA the following helpful materials prepared by the National Commission on Teacher Education and Professional Standards:

Conversion Programs for the Preparation of Elementary Teachers. Bulletin for use by teacher-education institutions, state commissions, and state departments of education, in organizing and conducting conversion programs. 1952. 12p. 50¢.

Growing Up Professionally. Progress report of the National Commission on Teacher Education and Professional Standards, 1946-1952. 12p. Free.

Evaluating Progress and Charting the Future of Teacher Education. Recommendations on problems concerned with distinctive characteristics of teacher education; prestige of the profession; current issues in the education of teachers; competence to deal with major issues, problems, and conflicts; accreditation as a factor in improvement of teacher education. 1952. 108p. $1.

The Journal of Teacher Education. The only national journal devoted exclusively to teacher education. Contains reports of research, book reviews, articles on teacher education, and recent developments in the field, and the commission's annual study of teacher supply and demand. Published quarterly. $3 a year. Individual issues, $1.

Teacher Selective Recruitment Programs. How-to-do-it action bulletin. 1952. 24p. 50¢.

The Teacher and Professional Organizations. Units on teachers professional organizations, for use in preservice teacher education. 1953. 126p. $1.

Teaching: A First Line of Defense. Recommendations on meeting existing needs for an adequate supply of qualified teachers, providing resources and climate essential to securing and retaining qualified teachers, teachers' role in mobilization, earmarks of a good teacher-education institution. 1951. 68p. 50¢.

The Teaching Profession Grows in Service. Recommendations on planning for inservice growth, professional growth, personal and group growth, and inservice education. 1950. 194p. $1.

Teacher Education and Professional Standards Newsletter. Current happenings in teacher education. Published quarterly. 6p. Free.

Statements of Policies Relating to Salaries, In-Service Growth, and Certification of Teachers. Policy statements of the National Commission on Teacher Education and Professional Standards. Reprint from *The Journal of Teacher Education* June 1952. 3p. Free.

Quantity discounts apply to all the above publications except The Journal of Teacher Education. *Order from NEA.*

Each of these organizations is promoting in its own area and thru its own mediums applications for the channel assignments designated by the FCC for education. They are aided in this promotion by a recently appointed National Citizens Committee for Educational Television, also subsidized by the Fund for Adult Education. Thru the latter committee, community and state groups of citizens are organized to support the earliest possible employment of television for education in school and out.

THE advocates of this new medium are greatly pleased with the progress made to date. Chairman Paul A. Walker of the Federal Communications Commission says: "I thought that the decision to set aside these channels was in the public interest. I am happy to say that in the main the events that have occurred since the decision have reinforced that belief."

To substantiate this optimism, JCET enumerates some achievements. There are now 23 applications for educational television stations. Fourteen of these applicants have been granted permission to build their stations. Already two stations, established on commercial channels but devoted wholly or largely to education, are in operation. Station WOI-TV at Iowa State College led the way. Michigan State College has applied for, and has been granted, a UHF channel and expects to telecast as a noncommercial station, at least for the first year.

At Houston, Texas, the first broadcast from a reserved educational channel was slated for April 20. The University of Houston and the Houston Independent School District are the joint licensees.

Applications by May 1 had already arrived at the FCC, or were on the way, from Detroit, Chicago, Pittsburgh, Cleveland, University of Illinois, University of Michigan, Jacksonville [Florida], University of North Carolina, Denver, Boston, and Philadelphia.

In the early winter a regional conference in which 13 states participated was held at Atlanta, Georgia. Following the conference, state meetings were held under the direction of the governors of Georgia, Florida, and Alabama. A Texas state conference had immediately preceded the regional one at Atlanta.

Statewide planning committees have met in Oklahoma, Tennessee, South Carolina, and Virginia. Arkansas, Louisiana, and North Carolina have commissions or committees appointed by the governor actively at work planning for educational television. Practically every state in the Southern Regional Education Board has moved into action. Robert Anderson, director of the Graduate School of Memphis State College, Memphis, Tennessee, representing the Joint Committee on Educational Television, has been responsible for much of the promotion.

Pennsylvania has its own Joint Committee on Educational Television. Last November at one of its meetings held in Hershey it was addressed by Governor John S. Fine, who was the first of the governors to give his unqualified support to educational television. A successful meeting of this type was called in Sacramento by Governor Warren of California.

IT IS a safe prediction that applications for 50 educational television stations will arrive at the Federal Communications Commission before the June 2 deadline. But what will happen after that to the other 192 channels?

There has been no expectation that all of the 242 channels protected by FCC for educational use would be employed for that purpose, or indeed, for any other. But problems incident to the development of a new area of the public domain favor the chance of education to go on the television screen.

There are approximately 700 applications for all kinds of stations now on the desks of the FCC. It may take two years to hold the hearings many of these applications involve. Therefore, any state or community that wants an educational TV station should go right on energetically plugging for it. It still has a chance —a chance that will be increased by the assistance and continuous activity of the Joint Committee on Educational Television, which was set up for this purpose.

—BELMONT FARLEY, *director, NEA Division of Press and Radio Relations, and JCET member representing the NEA.*

COMMENCEMENT

Clementine
Was impressed
By Commencement.
She wore her pumps
And her new taffeta—
And
She left
Her glasses
At home.
She was
Right near
The Seniors
Where
She could see
Everybody.
There were
Flowers,
And music,
And rows of faces
And
Clementine thought
It was wonderful
That
Robes
And flat hats
Could make
Such a difference!

Written and drawn by Ellen Shuart, Oak Park, Ill.; Ruth Danielson Davis, Madison, Wis.; and Marjorie Kircher, New York.

Three Dimensions of Educational Freedom

WILLIAM G. CARR

LAST summer in Brussels I saw the memorial in honor of Belgium's Unknown Soldier. At each corner of this monument stands a statue representing one of the four freedoms.

These four freedoms, however, are not quite the same as those enumerated by President Roosevelt. The four freedoms on the Belgian memorial are freedom of speech; freedom of the press, freedom of religion, and freedom of education. It seemed to me significant that this memorial should link the freedom to learn on an equal footing with freedom to persuade, freedom to publish, and freedom to pray.

It might be well for us Americans to consider again the importance of educational freedom to our own country. For us, the word "free" as applied to education has at least three different meanings:

The first is economic. When we speak of free schools, or free education, we may mean that it is offered —at public expense—to the entire population of suitable age.

The conviction that selfgovernment is possible only if exercised by educated men runs far back into our history, and we intend that government by the people shall endure. We are, therefore, required to see to it that all the people shall have a full chance to learn both the rights and duties of American citizenship.

There are still individuals and groups who do not believe that universal education is either possible or desirable. Nevertheless, our country has gone further in offering education to all its citizens than any other nation anywhere in the world, or at any point in history.

There is a second sense in which the word "free" can be applied to American schools. We have aimed to make our educational system as free as possible from restrictive shackles of tradition.

American industry has grown great by daring, ingenuity, and freedom to adopt new procedures. Likewise, American education has increased its efficiency by the same kinds of freedom. If anyone can propose, for example, a more effective way of teaching arithmetic or of presenting the facts of history, our schools are free to put such a suggestion to the experimental test.

This second aspect of educational freedom, like the first, has not gone unchallenged. Our schools are criticized from time to time because they *do* feel free to try new teaching methods, new arrangements of subject matter, new mechanical aids to teaching and to learning.

Third, our education is free in terms of the freedom of the mind—intellectual freedom. We have regarded our American schools as instruments for presenting varied points of view, and for giving practice in the evaluation of evidence and in the reaching of reasonable conclusions. We have looked upon our schools as a means of protecting our citizens from bias rather than as a means for indoctrinating the young. For that reason, our schools at their best indoctrinate only in the principles of freedom themselves.

This third aspect of freedom too is under attack today in ways that are wellknown.

The priceless heritage in American education, then, is freedom—freedom in all three meanings of that powerful word. The teaching profession in this country will do its utmost to keep education free in the economic sense and free in ability to adapt.

Moreover, our profession will do its utmost to preserve educational freedom in its third sense, which is unique in America. We will preserve our right and our duty to develop attitudes and standards of critical thought and civic responsibility—our intellectual freedom.

Dr. Carr is NEA executive secretary. This article is adapted from speeches made before the Education Writers Association and at the premiere showing of Priceless Heritage.

New teachers as recruiters

YOU'VE been teaching eight months and you still think it wonderful! I thought you'd love it, the day you said to me, "I'm going to try to pattern my teaching after that of my favorite teacher. She was so interesting and alive and enthusiastic—and happy. That's why all of us in her room were so happy.

"She understood every one of us, and she handled us all in a different way. Her plans were always flexible and she never hesitated to change them to suit our needs. She knew how to present even dull facts and figures in a way that made them interesting. Do you think I can ever come close to being as good as she was?"

You were breathless when these words had poured out, but your eyes sparkled. I thought, "Sure you can." And you have. Isn't it wonderfully satisfying to be in a position to give as much to young people as this teacher gave to you?

Now I have an idea to pass on to you and to every beginning teacher who is in love with her job. Quality attracts quality. It's easy to sell wares that you believe in yourself. If every good teacher will sell her wares thru her enthusiasm for the profession—then we'll have enough teachers.

You are a beginning teacher. You love the profession. Do help it to grow, won't you?—MAUDE W. HUNTER, *teacher, Newton, Mississippi.*

For the beginning teacher

We're MIAMI BEACH *Bound*

"WE PLEDGE ALLEGIANCE" will be the over-all theme of this year's NEA Representative Assembly, June 28-July 3, at Miami Beach, Florida, according to NEA President, Sarah C. Caldwell.

Herbert Brownell, Attorney-General of the United States, is scheduled to address the convention on Friday evening, July 3.

The President of the National Congress of Parents and Teachers, the US Commissioner of Education, and the National Commander of the American Legion will also be convention speakers.

The convention will open with a vesper service Sunday afternoon, June 28, to be addressed by Walter F. Tunks, St. Paul's Episcopal Church, Akron, Ohio.

The main feature of the general session on Monday evening, June 29, will be a report by Dr. Carr, NEA Executive Secretary, on NEA accomplishments during 1952-53 and plans for the coming year. There will also be an address by President Henry Hill of George Peabody College for Teachers on "The South Is Where the People Are." NEA President Sarah Caldwell will address the Wednesday evening general session.

A new film, *Skippy and the Three Rs,* will be shown for the first time at one of the assembly sessions.

A dinner and a program of entertainment and inspiration will mark Classroom Teachers Night, Tuesday, June 30.

Friendship Evening on Thursday, July 2, will give delegates a chance to meet informally with NEA candidates for office.

An innovation in the discussion group phase of the convention program is that *all* committees and commissions will have their open meetings Tuesday afternoon, and no other groups are scheduled at that time.

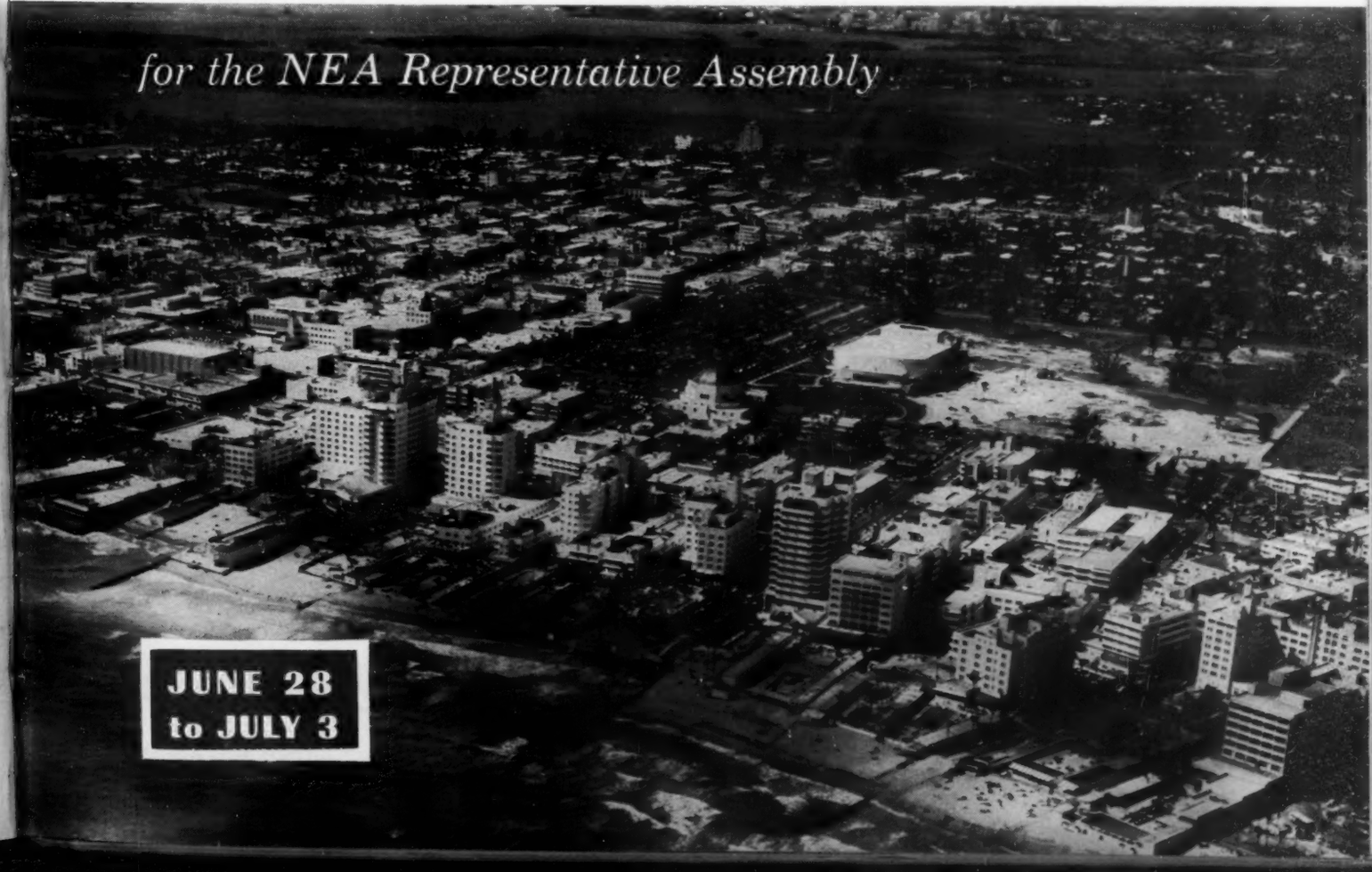
The NEA Representative Assembly will meet Tuesday and Wednesday mornings, Thursday afternoon, and all day Friday. There will be general discussion groups Wednesday afternoon and Thursday morning. Among other matters, these meetings will consider problems of professional organization, teacher welfare, public relations, and instructional service.

In addition to regular business, such as adoption of the budget and resolutions, reports will be presented on the NEA Building Fund Campaign, the Overseas Teacher Fund, and the Centennial Action Program.

The Board of Directors will meet on June 27 and June 29.

The S.S. Florida sails from Miami Beach on July 3 after the convention for a six-day NEA Cuban tour planned for Assembly delegates. The amount of reserved space is limited, so write the NEA Travel Division promptly for details and application blanks if you are interested. #

PHOTO BY MIAMI BEACH NEWS BUREAU



Is your school a sitting duck?

Unwarranted attacks can often be deflected by a reliable audit of public opinion.

HAROLD C. HAND

IN MOST cities and towns in this country the public schools are sitting ducks for anyone who is persuasive enough to "inspire" a dozen or so citizens to make similar or identical charges against the schools in letters to the editor. Fifteen or 20 of these letters, strategically timed and all harping on the same theme, are usually sufficient to give the public (and not uncommonly the board of education) the erroneous impression that there is a great deal of acute dissatisfaction with the schools of their community.

It is highly significant that a handful of such letters to the editor has usually constituted the opening gun in those communities where the schools have been attacked with the most disastrous results.

THE majority of schools are inviting targets for attack for the simple reason that they have never made an inclusive and reliable audit to find out just what opinions the public has about them. Having failed to do this, they have no conclusive proof that the letters of sharp criticism actually represent only a tiny minority of the citizens.

Without such proof, the community has but the word of some articulate friend or friends of the schools against that of the attackers. The result is by now only too familiar: a continuing verbal brawl which makes scare headlines—headlines which reinforce the impression that acute dissatisfaction with the schools is widespread in the community.

SCHOOLS can avoid such unpleasant situations by the systematic polling of their patrons in order to find out what attitudes they have toward the public schools. To my knowledge, no batch of vituperative letters to the editors has appeared in any community where the schools have taken the precaution of making a systematic poll of their patrons and have published the results.

The reason for this is that in most communities so polled, fewer than 5% of the returns indicated dissatisfaction with the school system. Under such circumstances, letters to the editors carping about the schools are given the "ho-hum" treatment by the public. It is obvious that the authors are from the dissatisfied 2%-4% and that their sentiments are in no way indicative of general dissatisfaction with the public schools.

Great men are they who see that spiritual is stronger than any material force; that thoughts rule the world.
—Ralph Waldo Emerson

THERE are two types of material for making surveys presently available to schoolmen interested in applying to their own public-relations situation the ounce of prevention described above.

One is a questionnaire designed for use with parents, called *How Would You Answer This?* and available from the Whitehall Forum, Whitehall, Michigan. [$9.95 for 250; $14.50 for 1000; further prices on request.]

The other type is a survey of broader scope inasmuch as it is designed for use with parents, teachers, and pupils above the fifth grade. This material is given in the appendix of my little volume entitled *What People Think About Their Schools.* 1948. World Book Co., Yonkers 5, N. Y.

Both technics determine the degree of general over-all satisfaction with the schools. They also make it possible to check what specific things about the school are displeasing to individuals. This makes it possible to identify specific aspects of the school program that are sore points which should be attended to before major trouble develops.

LOCAL newspapers gladly publicize the making of such surveys. When the schools of Bloomington, Illinois, conducted a public-opinion audit and were about to announce the results at an open meeting, the local *Daily Pantagraph* wrote in part:

"The schools are far from perfect. The teachers and textbooks could be better . . . . But few professions are doing as much to improve as the educators. They go out and ask for evaluation. They seek criticism and suggestions. This is what the Bloomington schools have done. The report on how the community evaluates the schools will be given tonight at a public meeting. . . .

"There will be no campaign against the schools based on wrong information and prejudice if the people will show as much interest in educational progress as their school administration wants them to show. Attendance at the meeting tonight is one way to show it."

In Bloomington and other cities where public-opinion polls have demonstrated widespread approval of the local school system, it is no longer possible for the prejudiced attitudes of a few malcontents to masquerade successfully as a majority opinion.

SCHOOLS thruout the country interested in putting themselves into similarly strong positions may wish to obtain the following helpful material: *What the People of Bloomington, Illinois, Think About Their Schools,* Board of Education, Bloomington; *What Do the Parents Think?,* Superintendent J. A. Mann, High School Building, Jacksonville, Illinois; and *So You'll Know All About Central,* Department of Research and Guidance, Public Schools, Kalamazoo, Michigan. #

Dr. Hand is professor of education at the University of Illinois, Urbana.

We've all got RHYTHM!

Riding up and down in my little red wagon,
Riding up and down in my little red wagon,
Riding up and down in my little red wagon,
Won't you be my darling?
One wheel off and the axle's dragging . . .

THUS sang the teacher as the children gyrated around the room to the catchy rhythm of the playsong. In complete absorption they acted out the fate of the little red wagon as it lost first one wheel and then another—expressing with every muscle their reactions to the song as part of a creative-rhythms program.

The aim of these programs is to stimulate imagination and creativity by presenting children with the problem of translating songs and stories into rhythmic physical expression.

Teachers faced with doing a creative-rhythms program with their children have a variety of reactions. Some feel at a complete loss—they just don't know how to go about it. Others are afraid that what they are doing will not hold up in an evaluation.

Rhythmic and creative movement definitely *can* be a basic aid to healthy growth if employed with sound educational principles. Let us examine some of the ways this is being done.

FIRST the teacher of rhythms considers the known experiences of the child. He sees the young child skipping, galloping, stamping, clapping, imitating animals, playing cowboy. It requires little observation to see the rich material here. However, it requires some planning to adapt these activities for the classroom.

The teacher remembers that many of these natural play rhythms are found in some form in primitive and folk dances, both deep and valuable cultural expressions. He knows too that these rhythmic activities are good basic preparation for later formal training in music. Teachers of music who have a knowledge of child behavior often use this approach.

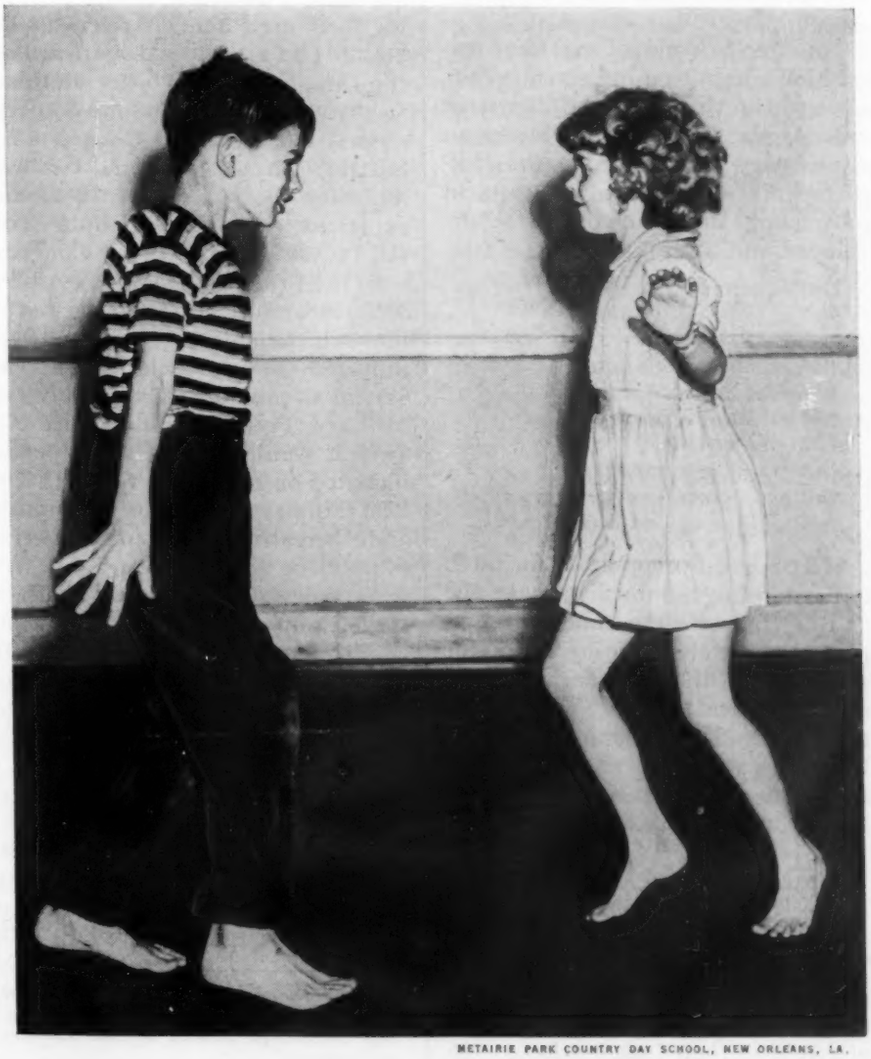
Convinced of the benefits to children, the teacher finds strongly rhythmic songs, instrumental music, and poems, which he presents himself or

Miss Hayden is assistant supervisor of music for the city public schools of Nashville, Tennessee.

Creative rhythms are such fun that children seldom realize that they are learning by dancing

ERMA HAYDEN

With imagination, these children rhythmically imitate a hawk and a hummingbird.



METAIRIE PARK COUNTRY DAY SCHOOL, NEW ORLEANS, LA.

on records, and which will evoke these natural body responses. Such folksongs as "Rig-a-Jig-Jig and Away We Go," "Hop Ol' Squirrel," and "Hey, Betty Martin" are beloved of children in the early grades.

To the older children the teacher may present a song such as "Hammer Man," which depicts men breaking up rocks, or he may use a sea chantey like "Haul Away, Joe."

These songs provide excellent opportunities for rhythmic pantomimes which can be used to make other classroom work vivid.

In a second-grade group, for example, the children had been doing a unit on transportation. In their music and rhythms period they further explored the subject thru train, boat, truck, and airplane songs. Soon there were live vehicles and ships moving around the room. In this particular instance there were children who had seen big freight boats, tugs, and bell buoys, and they all had a part to play.

Another instance of excellent correlation comes to mind—in this case, of creative rhythms with language arts. At the University of Michigan Elementary School, where the children were working on contrasts in movement, the following verse developed and was set to music:

Tall as a tree,
And as short as a bush,
As wide as a building,
And as narrow as a crack,
As round as a ball,
And as flat as a pancake,
As big as a giant,
And as tiny as a mouse.
And we'll grow, and we'll grow
And we'll grow, and we'll grow . . .

Here is good preparation for pitch understanding in music, for at the end of the verse the tune moves in steps, completely climbing the major scale. Meanwhile, it serves as a wonderful physical exercise, with its extensions and contractions of the body. Try stretching as tall as a tree and suddenly becoming as short as a bush; you'll find it's quite a workout.

If space permitted, many more examples of interesting approaches to creative rhythms could be cited. Teachers are usually very successful in the realm once they are sold on the value of creative rhythms and give rein to their imaginations. #

Educational Aspects of

This article is based on a comprehensive report on the same subject prepared for the Committee on Education and Labor of the US House of Representatives by Mr. Quattlebaum. The educational implications of the UMT proposal are dealt with in the report too extensively for review here. Single copies of the full report are available free from the committee as long as the supply lasts.

As this article is being prepared, UMT is still a live issue in Congress.

The important new UMT bill, S605, is similar to the principal bills with which this article deals.

—THE EDITORS

Both within and outside Congress there has been considerable controversy over the meaning of the term "universal military training." As used here, it refers to the broad UMT proposal outlined in the first report of the National Security Training Commission, described more fully in Congressional hearings on the National Security Training Corps Act in 1952, and expressed with some variations of detail in S605, Eighty-Third Congress.

In brief the proposal is to establish a National Security Training Corps, into which male persons would be inducted by the Selective Service System as provided in the Universal Military Training and Service Act (which would require each person inducted or enlisted in the NSTC to take military training for six months and thereafter to be in a Reserve component for seven and one-half years, unless sooner discharged). The commission would exercise stipulated responsibilities concerning the corps. The Secretary of Defense would prescribe regulations governing the conduct of the training.

Alternative Proposals by Members of Congress

The following basic ideas were expressed in other national training proposals advanced by members of the Eighty-Second Congress in bills, in hearings, and in debate on UMT legislation in 1952. Some may be regarded as alternatives to the UMT proposal of the National Security Training Commission.

Other national training bills—HR2563 and HR2792, Eighty-Second Congress, proposed to establish an Armed Forces training program geared to utilize fully the existing plants and facilities of schools and colleges thru the creation and maintenance of a Students' Armed Forces Training Corps.

HR6765 and HR6860 proposed to establish a National Security Training Commission to supervise a National Security Training Corps consisting of every male highschool student in the United States. Corps service would mean being in a unit for not less than two academic years, and six weeks' training at summer camp. During training, courses prescribed by the Secretary of Defense designed to serve as a basis for future service in any branch of the Armed Forces would be taught.

Proposal expressed in hearings—Besides a Selective Service System draft, a threefold military preparedness program proposed by Rep. Foster Furcolo [D-Mass.] would provide three months of military training in summer for every male highschool or college student. In addition, a civilian-selectee training system would provide military training in the home community for nonstudent males between 17 and 35.

Proposal expressed in Congressional debate—In the 1952 House debate on UMT, Rep. Omar Burleson [D-Texas] proposed a substitute UMT program to be carried out in the colleges and universities. Men ineligible for degrees would be provided vocational training. A commission would contract with the institutions to give the training. The federal government would have no jurisdiction over the institutions.

Proposals in Periodical Literature

The following proposals appeared in periodical articles during 1951 and 1952 and were selected for inclu-

Mr. Quattlebaum is principal specialist in education on the staff of the Legislative Reference Service of the Library of Congress.

Universal Military Training and Alternative Proposals

sion in this study. The proposals apparently were advanced by their proponents as alternatives to UMT as proposed by the Department of Defense or the National Security Training Commission.

UMT thru the established public-school system—Our public-school system provides the machinery for universal training for national preparedness. Training could be given simultaneously with other education. Children in elementary schools could be taught maintenance of health and other elements of the program. Military emphasis modeled after the ROTC programs could begin in highschool and extend thru junior college.

UMT combined with civilian education in camp schools—Utilizing isolated camp schools, the government can combine adequate military training with a normal year's academic or vocational education in a program lasting 12 months, with little or no loss from civilian life. Under a military or civilian superintendent, a military officer and a civilian could administer, respectively, the military training and the academic or the vocational instruction.

UMT integrated with ROTC—The approximately 200,000 college ROTC trainees, usually not actively training in summer, could be used as noncommissioned officers, to train 800,000 highschool graduates entering training camps each June 15. The camps could be commanded by the 5000 officers who teach military tactics in the colleges during the academic year.

More technical and scientific training instead of UMT—The notion that Russia and China, with their overwhelming manpower, would be deterred from war by UMT in the United States is ludicrous. Our only means of defeating these countries in a war would be by the use of a combination of air power, sea power, and atomic-bomb power. Instead of UMT we need more technical and scientific training to strengthen these powers.

Significant Statements on Educational Aspects of UMT

Following is a selection of some of the outstanding ideas expressed in articles dealing with educational aspects of UMT, or considering UMT from an educational viewpoint:

General educational implications of UMT (Ralph W. McDonald)—UMT would weaken our educational system, which produces the superiority of our financial structure, industrial system, and scientific and technological progress, from which our military might derives. Thru our free educational system we have developed abilities and resources far beyond the possibility of achievement in a militaristic nation.

Army educational program in relation to UMT plans (Earl D. Johnson)—It is not possible to predict the effects of UMT on education, on educational institutions, or on the individual. At present, however, emphasizing the dignity of the individual, the Army is operating the largest school and college program in the world. UMT would help the Army achieve a major goal.

UMT as federal aid to education (Kenneth B. Henderson)—Persons who have refused to help pay for the education of children in states other than their own will be doing precisely that under UMT—which will include academic education by a federal agency. In the interest of national defense we should send our students with special abilities to colleges and professional schools at public expense.

The Question of Costs

Many comparisons have been made between the estimated cost of UMT and the costs of other training or educational programs, such as those of the ROTC, public secondary schools, and colleges. Such comparisons are a major consideration in a study of the educational aspects of UMT. However, the whole question of what the UMT proposal would cost is highly controversial. Within the limitations of this article only a summary of data can be given. The reader must make his own comparisons.

As reported by the National Security Training Commission, in October 1951 the military departments estimated the first year's cost of full implementation of the UMT program, for 800,000 trainees per year, at $4,187,983,600, and the annual recurring cost at $2,158,746,200. The estimate for partial implementation, providing for 60,000 trainees per year, has been reported as $398,895,210 for the first year, and $179,291,680 per year thereafter.

According to data compiled in the US Office of Education, the total current expense for the nation's public elementary and secondary schools enroling 25,111,000 pupils was $4,687,274,000 for the school year 1949-50.

The total educational and general current expenditure of institutions of higher education, which enrolled 2,659,021 students during the 1949-50 regular session and 943,021 during the 1949 summer session, was $1,706,444,000.

In concluding this consideration of costs, perhaps it should be emphasized that any comparisons are subject to dispute on the basis of the claim made by some that the data and the training programs are not comparable. #

CHARLES A. QUATTLEBAUM

From fruit to fractions

Step by step the good arithmetic teacher leads his pupils from the concrete to the abstract.

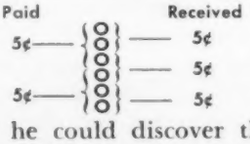
FOSTER E. GROSSNICKLE

"A BOY buys oranges at three for five cents and sells them at two for five cents. How many oranges must he sell to make a dollar?" This was the problem that had stumped the sixth-grade arithmetic class.

"Twenty?" queried one youngster. "Thirty?" guessed another.

Other answers ranged up to 80. Most were pure guesses, and the pupils had no way to check their results except by the teacher's acceptance or rejection of their tremulously offered replies.

What is wrong with this situation? Well, for one thing, materials that would help the pupils learn how to solve the problem by discovery are lacking. Each youngster should have disks to represent oranges and toy nickels to use as coins. He could then objectify the problem, as indicated in this diagram:



Thus, he could discover that he could buy six oranges for 10 cents and sell them for 15 cents, thereby making five cents on a half dozen oranges. He could then figure that he would have to sell 10 dozen oranges to make a dollar.

At the sixth- or seventh-grade level, a pupil needs materials to objectify such a problem. He cannot discover the solution thru the use of abstract symbols alone.

THERE are three kinds of materials used in the arithmetic classroom—manipulative, visual, and symbolic.

Manipulative materials are those which the pupil can touch or move. A ruler, a disk, an abacus, and a flannelboard are examples.

Pictures, graphs, posters, and films are representative of visual materials. When a pupil interprets a number which is shown on the picture of an abacus, he operates at a higher level of abstraction than if he were to manipulate the beads on the abacus to represent that number.

Symbolic materials, as suggested by the name, are those materials which are represented by symbols, such as numbers. The printed page of a textbook or a workbook illustrates the use of symbolic materials.

An effective program for the teaching of arithmetic places the proper emphasis on each of these three kinds of materials. When it places **undue** emphasis on any one of these materials, the program becomes unbalanced.

An arithmetic program which emphasizes meaning and understanding based on discovery includes three stages in the learning of a process. At each successive stage in the development of a new process, the level of abstraction increases. At these three stages or levels of learning, the pupil engages in the following activities:

In the first stage he objectifies the process with manipulative materials.

In the second he studies a visual representation of the process.

In the third he represents the process by the use of symbols.

Therefore, a program which stresses meaning and understanding of arithmetic processes provides for manipulation, visualization, and symbolization. The amount of number experience and insight which a pupil has had determines the stage at which he should start on a particular problem.

BUT how do we utilize each of the three stages in learning?

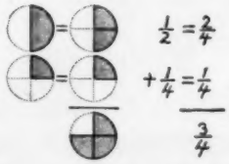
For example, consider how pupils in many good arithmetic classes in the country today learn to add two fractions, such as one-half and one-fourth. Each pupil has fractional oaktag cutouts for his use to discover the sum of these two fractions. These cutouts consist of circular disks, about three inches in diameter, cut to represent halves, fourths, and eighths. On a flannelboard the teacher uses fractional parts corresponding to those used by the pupils to verify the results of the discovery made by the pupils.

In the photograph one pupil has found the sum of the fractions by use of cutouts and another pupil is demonstrating the example on the flannelboard under the teacher's guidance. The symbolic representation of the example is shown on the chalkboard.

When a pupil has discovered the answer to an example by using the cutouts, he has operated at a low level of abstraction because he has used manipulative materials and not symbols. Next, he studies a visual representation of the process.

Visualization implies that each step in the solution is shown. A problem in a textbook may ask the pupil to find the sum of one-half and one-fourth from a picture showing part of a ruler. The picture enables him to find the sum, three-fourths, but the picture does not show the sequence of steps involved in the addition of these fractions.

A picture or a diagram of this kind serves the same purpose as an answer book. The illustration shows the sum, but it does not show the means of finding the sum. The diagrams which follow, however, do illustrate visualization because they depict each step involved in the addition of one-half and one-fourth.



The pupil studies the diagrams and tells what each means. He dis-

Dr. Grossnickle is professor of mathematics, New Jersey State Teachers College, Jersey City.

covers that a half must be changed to two-fourths before it can be added to one-fourth. The symbolic representation is given at the right of the diagram.

In a similar way the pupil in the welltaught arithmetic class uses manipulative and visual materials to find the sum of other fractions of this type. Until he is able to explain each step in the solution, he continues to use these aids.

A child may have more trouble with symbols than with manipulative materials. When a pupil operates with numbers, he deals with abstractions. However, his experience with manipulative and visual materials should enable him to give meaning to these abstractions.

Of course, the mere manipulation of objects does not enable a pupil to understand number. But skilful questioning by the teacher does help the pupil discover number relationships. Until he is able to deal intelligently with number, a pupil does not understand arithmetic.

THIS method of teaching arithmetic permits the teacher to make adjustments for different rates of learning.

A pupil who easily develops insight into number when working with simple fractions needs only a few experiences with manipulative and visual materials before he is given practice work in addition of fractions. On the other hand, it may be necessary for a slow-learning pupil to work many examples of a similar type with his cutouts before he will be able to understand and to explain the steps in a visual representation of an example.

It is easy in the world to live after the world's opinion; it is easy in solitude to live after our own; but the great man is he who in the midst of the crowd keeps with perfect sweetness the independence of solitude.

—RALPH WALDO EMERSON, *whose 150th birthday is observed on May 25. Write to NEA for a free copy of* Selections from Ralph Waldo Emerson, *Personal Growth Leaflet Number 26.*

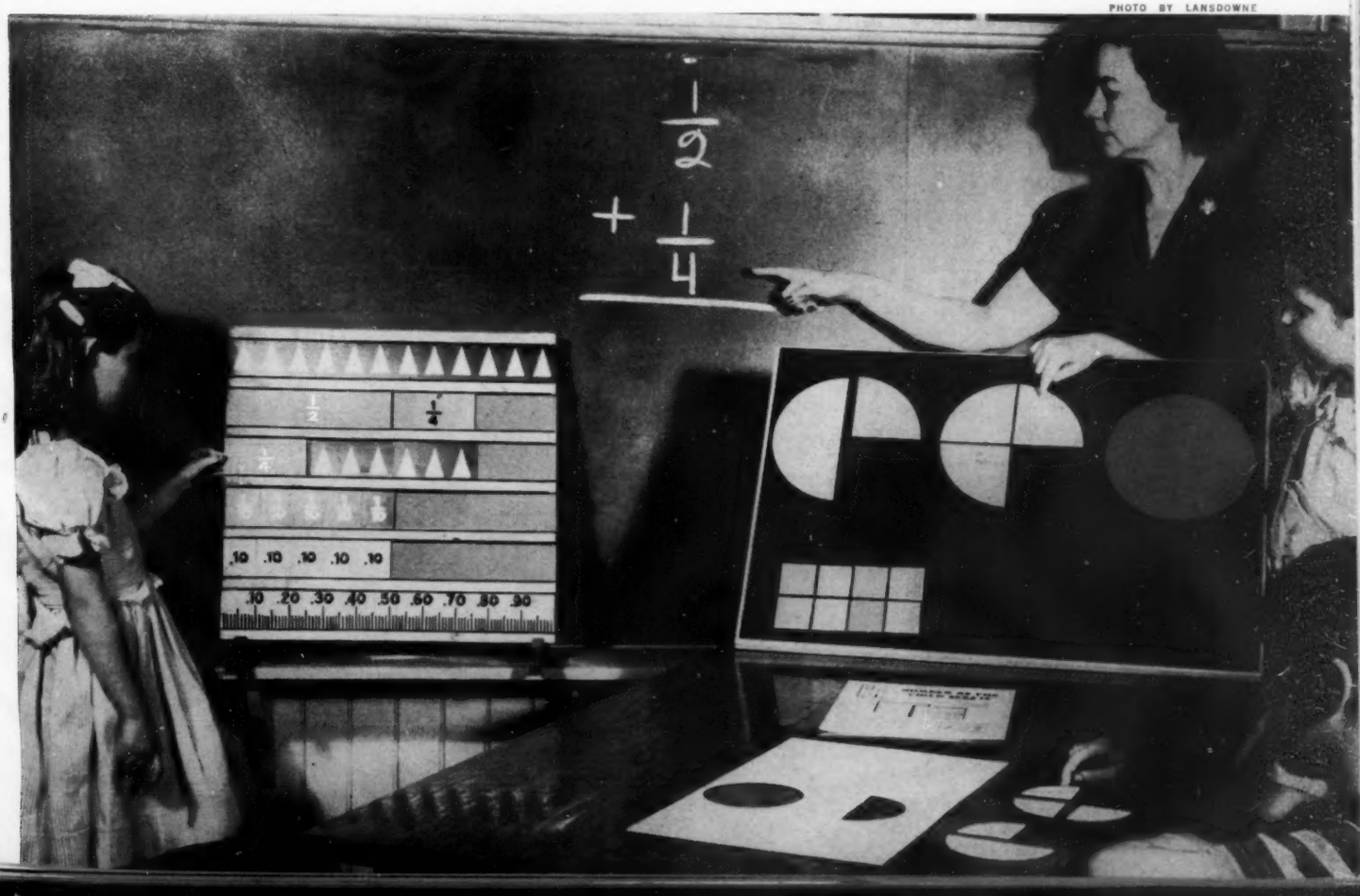
Such a pupil may find it difficult to progress with understanding to the next stage of work dealing with symbols. In any case, he should not advance to the next higher level of abstraction until he fully understands the work at the level at which he is able to succeed.

A pupil in arithmetic should be encouraged to work with understanding at the highest possible level of abstraction. If the teacher has the pupils using manipulative materials when they should be using symbolic materials, he is doing a poor job. It is also poor teaching to permit pupils to use meaningless symbols when they should be using materials on a lower level of abstraction.

ONE of the most acute problems confronting the teacher of arithmetic is to decide at which level of abstraction a pupil should operate. The teacher can find the answer to this problem in the pupil's responses to questions which test his understanding of a given process. A study of a pupil's work habits also gives valuable information about his understanding of a process. This information can be supplemented by an analysis of the pupil's thought pattern as he gives an oral solution to a problem.

Then, the good teacher of arithmetic tries to provide the pupil with the kind of material which will challenge his ability to understand the work. In other words, arithmetic must not only be meaningful but stimulating to every pupil. #

PHOTO BY LANSDOWNE



PASTE SPRING SNAPSHOT OR DRAWING HERE

PASTE FALL SNAPSHOT OR DRAWING HERE

The illustration at far left shows how I looked at the beginning of the summer—my "before" picture.

The illustration next to it shows how I looked at the start of school this fall—my "after" picture.

This report tells you what happened to me during my summer vacation—between my "before" and "after" pictures.

My Summer Acti

VACATIONS offer a rich opportunity for interesting class discussion. Here are 31 reflections of each child's summer experiences. They should be helpful in developing language skill, use of imagination, application of arithmetic, geography, history, arts and crafts, human relations, and service. This sheet can be given to children with the suggestion that they fill it in during the summer and bring it to school in the fall. Reprints are available: single copies free if ordered before June 15. 50 for $1. No orders [except for single copies] accepted for less than $1.

Games and sports I enjoyed _____

New hobbies I started _____

Things I learned to make _____

Awards I earned and skill tests I passed _____

Strange animals I saw _____

New birds, flowers, and trees I learned about _____

Historical places I visited _____

Most interesting place I visited _____

Approximate number of miles I traveled _____

Approximate number of books

ities

I read [List on reverse side of this sheet]_____

Approximate number of poems I learned_____

New friends I made_____

_____

_____

_____

New pets I acquired_____

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_____

One thing I can do now that I couldn't do last spring_____

_____

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States I was in_____

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State car licenses I saw_____

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_____

Rivers, oceans, and lakes I saw

_____

_____

How much money I earned _____ How much money I saved _____ How I used the rest of the money

_____

_____

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How long I spent at camp_____

_____

Most exciting thing I did_____

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Most fun I had_____

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Most useful thing I did_____

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How I helped my family_____

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_____

How my family helped me_____

_____

_____

_____

_____

_____

What I did for someone other than my family_____

_____

_____

_____

_____

What someone else did for me

_____

_____

_____

_____

I grew _____ inches.

I gained _____ pounds.

Name_____

Date_____

Teacher Supply and Demand in 1953

MORE opportunities for qualified classroom teachers and fewer candidates to staff the schools of the nation—these facts are the gist of the 1953 teacher supply-and-demand report, which is based on a survey conducted by the NEA Research Division for the NEA National Commission on Teacher Education and Professional Standards. This article is based on that report, which appeared in the March issue of *The Journal of Teacher Education.* [Reprints are available from the commission. 20p. 50¢.]

Highschool graduates and beginning college students can feel confident that their services will be much in demand if they choose to prepare for teaching. Right now the need for qualified elementary-school teachers far outruns the supply; soon the need for highschool teachers will begin to grow. The rapidly expanding need for fully trained teachers promises to continue for many years.

Where Do Teachers Come from?

There are three main sources from which teachers are drawn: [1] the college and university graduates who have completed teacher-education programs entitling them to standard certificates; [2] the graduates of earlier years not now teaching who still hold, or who are entitled to, standard certificates; and [3] those persons who have some but not adequate preparation, but who may be employed on a temporary basis if a fully qualified teacher cannot be found.

The supply next September to come from the 1953 college graduating class will consist of 35,636 qualified elementary-school candidates and 55,468 highschool candidates. While this total of 91,104 college graduates eligible for standard teaching certificates would seem, at first glance, to go far toward meeting current demands, several limitations drastically change the picture.

First, since the college education of these potential teachers also fits them for numerous occupations, many will be attracted by other employment opportunities. *Second,* almost two-thirds of these potential classroom teachers are prepared for highschool teaching, altho the greatest need will be in the elementary schools. *Third,* since some 60% of the total group are women, marriage may be expected to claim some who will not enter the classroom as they might otherwise be expected to do. *Fourth,* some college graduates will continue with advanced studies. *Fifth,* many of the men, some 40% of the total, will be subject to immediate or early call to military service. And, *finally,* the 1953 graduating group is the smallest to come from the colleges since 1949.

Why Is the Supply Decreasing?

In 1950 the total number of persons to receive bachelors degrees reached an all-time high of 433,734. Of that group 115,477 were prepared to teach in elementary schools or highschools. Since 1950 both the total number of college graduates and the number prepared to teach have declined steadily. These facts are shown clearly in the table, which contains the full information for the four years just past and the data now available for 1953. Both of these groups will probably decrease further the next two years because current classes of college juniors and sophomores are the smallest enrolled in recent years.

Total Annual College and University Graduates, with Number and Percent Prepared to Teach in Elementary and Highschools

Year	Total number of graduates (bachelor's degrees)	College graduates prepared to teach					
		Elementary school		Highschool		Elementary and highschool	
		Number	Percent of total	Number	Percent of total	Number	Percent of total
1	2	3	4	5	6	7	8
1949....	366,634	19,375	**5.28%**	66,890	**18.24%**	86,265	**23.53%**
1950....	433,734	28,587	**6.59**	86,890	**20.03**	115,477	**26.62**
1951....	384,352	33,782	**8.79**	73,015	**19.00**	106,797	**27.79**
1952....	331,924	37,649	**11.34**	61,510	**18.53**	99,159	**29.87**
1953....	...	35,636	...	55,468	...	91,104	...

Source: Column 2 is from Story, Robert C., "Earned Degrees Conferred by Higher Educational Institutions, 1951-1952." Circular No. 360a. Washington, D. C.: US Office of Education, Federal Security Agency, December 1952, page vii, Columns. 3, 5, and 7 are from annual NEA reports on teacher supply and demand. Columns 4, 6, and 8 were computed by the NEA Research Division.

What Is the Demand?

The recent national study identified the new teachers employed last September in 26 states. If the ratio of new classroom teachers to all classroom teachers in service in these states is representative of the situation in the entire nation, it indicates the employment of 63,800 new elementary-school and 41,000 new highschool teachers. How many filled vacancies in existing positions and how many went into newly created positions is not known. The elementary-school enrolment, however, is still expanding rapidly and will continue to do so for a number of years, and in a few years highschool enrolment will also begin a similar growth.

The 1953 study also shows that a vast number of elementary-school teachers are woefully undertrained, and that many of the newly employed elementary-school teachers are also only partially prepared. An examination of the records of all elementary-school teachers now in service in 30 states shows that only three in five hold bachelors degrees, one in 12 has completed less than half the requirements for a degree, and the others have between 60 and 119 semester hours of credit.

If every elementary-school child is to have a fair educational opportunity, the demand for a fully qualified teacher for every classroom must be considered with the annual need [1] to replace those who leave for all reasons, [2] to relieve overcrowding and eliminate dual sessions, [3] to serve the expanding enrolment, and [4] to add the services not now included in many elementary-school programs.

—RAY C. MAUL, *assistant director, NEA Research Division.*

What they don't know CAN hurt them

YOUNGSTERS should understand the hazards involved in drinking alcoholic beverages before the time when they are faced with making the decision to drink or not to drink.

DEAN M. SCHWEICKHARD

"COME on, Joe, don't be a schmo, have a drink!"

"Well," stammers Joe dubiously, "Okay. . . ."

And so another youngster dulls his brain and is perhaps on the way to forming a habit that will make him a lesser person than he might otherwise be.

But it could so easily have been different! If only Joe had been led to formulate his answer before the suggestion was made. . . . If only he had been taught the facts about alcohol. . . . If only he had been made aware of the need today as never before for every individual to make the most of himself. . . . If only he had been given a feeling of pride in himself at his best.

Life today is filled with intense demands upon body, mind, and spirit. In the face of those demands every ounce of strength and intelligence must be exerted toward reaching goals worth striving for.

Military service, for example, requires the highest degree of physical fitness and mental alertness. In fact, keenness of mind, readiness of muscle, and steadiness of nerve often make a life-and-death difference.

In civilian life, too, every individual owes it to society and to himself to make as much of himself as he can. He has an obligation therefore to form habits that strengthen rather than those that weaken.

Dr. Schweickhard is commissioner of education for the state of Minnesota. For further help on the problem of drinking among highschool students, write to Allied Youth, 1709 M St., N.W., Washington 6, D. C.

WHAT facts about alcohol should Joe be taught? As in any class, he should be given the whole picture. He should learn that alcohol has both beneficial and detrimental uses.

Valuable uses of alcohol which may well be studied at some length are numerous and diversified. They include use as fuel; as aseptic and therapeutic agents; as a solvent of drugs, varnishes, dyes, and oils; as an antifreeze mixture; in preserving specimens for laboratory use; and in the manufacture of thermometers, artificial silk, films, and other items.

The class may then turn to a consideration of the harmful effects of alcoholic beverages. One factor too often overlooked is that taking alcohol into the body in small quantities to begin with may easily become a habit leading to immoderate use. The case studies of most persons suffering from chronic alcoholism show that they were moderate drinkers for some time before they began to drink excessively.

In other words, it often happens

FTA is on the way

NEARLY 24,000 strong in colleges and universities and over 35,000 strong in highschool clubs, our Future Teachers of America are setting high goals for their twentieth anniversary in 1957, which is also the NEA Centennial.

Listen! You will hear them singing, "Hand in hand across the land we are building youth today."

By 1957 they aim to have a *chapter*—a strong chapter—in every teacher education institution in the nation so that college students may learn thru experience how teachers work as an ethical, powerful, united force for the welfare of children and the advancement of public education.

They plan to develop a strong FTA *club* in every highschool in America. Yes, they believe that only the best should teach, but also that every interested student must have a chance to try working with children, watch master teachers at work, explore the opportunities, see the problems, and find out for himself whether or not he has what it takes to make a topnotch teacher.

They also hope to double the membership in existing chapters and triple it in existing clubs. The FTA is already larger than any other NEA division or department except Classroom Teachers.

Members consider belonging to FTA a way of becoming professional-minded. They believe that all teachers should actively support the organized teaching profession. They are undertaking to add many life memberships in NEA and the state associations. [See THE JOURNAL, "Our Readers Write," March 1953].

Their most important goal is "Every FTA sponsor a regular, or better still, a life member of the NEA and his state association." They are planning ways to assist their schools in attaining 100% membership in professional organizations. Why not ask them to arrange and man a membership booth at college registration or at regional and state teachers' meetings?

If you want a fine experience, invite them to give as a choral reading *The New NEA Code of Ethics* or their own *FTA Pledge of Personal Growth.*

Look at them, poised, proud, radiant, and unafraid in their determination to teach well the children of America. Hear them sing, "I would be true for there are those who trust me."

Work with them, teachers and parents. They will win your hearts, lighten your load, and convince you that our children will be safe in the hands of our future teachers.

—WILDA FAUST, *national secretary, FTA.*

that a person who feels he can confine his drinking to moderate social drinking is swept over into alcoholism before he knows what is happening.

A look at the various stages of intoxication has often been effective in reaching pupils who take pride in themselves and their potentialities and are eager to retain command of all their powers. Characteristics of the stages are these:

In the first stage, the highest functions of the mind are dulled, self-criticism is blunted, judgment and selfcontrol are weakened, and tendency to talk freely is noticed.

In the second, the sense of perception is dulled, the field of observation is narrowed, muscular coordination is weakened, and clumsiness takes the place of precision, with resulting inefficiency and mishaps.

In the third, the control of muscular movements and locomotion is seriously disturbed, and the ordinary symptoms of drunkenness become evident.

And in the fourth stage, the individual is subject to stupor, unconsciousness, and coma.

It is not difficult for the ordinary student like Joe to imagine the result of these effects upon his own ambitions. He can foresee the effects upon his school work, athletics, relationships with his friends, recreation, vocational participation, and other fields of endeavor.

It is easy for him to understand that alcohol is a narcotic rather than a food, and that nutritious food is essential to growth and development in young people, to increasing the powers of endurance, to maintenance of warmth in the body, and to building resistance against physical and moral weakness and disease.

A KEY problem for Joe's teachers, parents, and others concerned with his adequate education is how to build up Joe's serviceable habits and selfesteem so that he will be helped to make the most of himself.

In this most vital undertaking, no one can afford to let Joe slip into the formation of deleterious habits. A constant effort must be made to insure the cultivation of Joe's physical powers, intellectual traits, and moral attributes which will contribute most to life on the highest level of which he is capable. #

The honor you save . . .

JACK GREAVES

"I CAN either stay home and study or go out with the gang and cheat on tests. Well, I would rather go out with the gang."

Candid comments like this were received by a student-teacher committee in Seattle's Roosevelt Highschool in response to a questionnaire on honesty sent out five years ago to initiate a positive campaign against cheating.

As the answers were compiled, the committee found that the studentbody was roughly divided into a large group who did not cheat and resented those who did, a small group of inveterate cheaters, and a large middle group who gave assorted excuses to justify occasional dishonesty.

After studying the returned questionnaires, the committee members concluded that they should set up a classroom climate designed to encourage the growth of honesty within each student; remove the causes for dishonesty; and suggest that teachers be more vigilant, apprehending the dishonest students wherever possible.

The committee has been operating for five years now and is presently made up of 15 students and an adviser. It conducts thruout the year a continuing program of homeroom talks, blackboard slogans during test periods, student-newspaper editorials, and bulletinboard displays.

Experience has shown that cheating can be materially reduced if teachers and students are kept constantly aware of their responsibilities to each other and to themselves.

Some of the general responsibilities of teachers as outlined by the committee include: putting more stress on honesty and less on grades, giving frequent minor tests so that a final grade depends less on one examination, varying tests from semester to semester, preparing alternate types of tests when such tests will be taken in a crowded room, giving essay-type questions in final tests when possible.

Similar listings spell out student responsibility in the realm.

Honesty cannot be maintained in the schools without encouragement. The teacher who leaves the room during an examination or who retires to a corner with a book is giving impetus toward dishonesty for a wavering student and offering a reward to the callously dishonest. He is, in effect, telling the students, "We think that honesty is not worth teaching."

But honesty and integrity, essential to the strength of the whole social fabric, *are* worth teaching to youth, for every graduate carries away the character development made during the school years.

Mr. Greaves teaches in Roosevelt Highschool, Seattle, Washington.

The student-teacher committee reports that slogans like these do make a difference.

Salaries in Urban School Systems

Advance figures from the 1952-53 survey by the NEA Research Division

AS EARLY as 1863 the NEA passed a resolution "that the situation of the teacher must be made desirable by adequate compensation." Every two years for nearly 30 years the NEA Research Division has surveyed the salaries paid in city school systems. No other profession has a comparable achievement.

At the present writing the 1952-1953 survey is just being completed. It has been necessary therefore to use some preliminary figures in this article. The final figures will be published in the April 1953 *Research Bulletin* [50¢], the *Special Salary Tabulations*, and in the circulars of the Educational Research Service (The latter two reports will appear between April and September).

Slow Climb Toward Professional Salaries

The first salary survey in 1922-23 showed that public-school teachers salaries were relatively low in urban school systems of all sizes. During each succeeding biennium, salaries increased slightly until 1930-31. The depression years following caused more than a 10-year recession in teachers salaries, so that by 1940-41 salaries were still below the 1930-31 level, except in school systems in the very large urban places over 500,000 in population.

The median salaries in 1940-41 ranged from $2708 in urban places over 500,000 in population to $1273 in those 2500 to 5000 in population. (See column 2 of Table 1.) Just how inadequate salaries were can be more clearly understood when one realizes that in urban places 2500 to 5000 half the teachers were receiving salaries below the incredibly low median of $1273. The best thing that could have been said about salaries during this period was that they had a relatively high purchasing power.

After 1940-41, salaries began to advance substantially. In the 12-year interval from 1940-41 to 1952-53 the increase of the median salary ranged from 82.9% in urban places over 500,000 to 157.3% in those 2500 to 5000. (See column 6 of Table 1.) Most of this increase, however, occurred between 1945 and 1949.

Despite the significant advances in salaries since 1940-41, the median salary of teachers remains far below a professional income. Column 5 of Table 1 shows that a substantial proportion of the classroom teachers are paid below the $3200 often mentioned today as a *minimum* salary for beginning teachers.

Purchasing Power Still Low

For many years the US Bureau of Labor Statistics has issued monthly Consumer's Price Indexes using the years 1935 thru 1939 as the base of 100. Recently, the bureau began to use a new revised series with the years 1947 thru 1949 as the base. From the monthly figures, the price indexes for the school year 1952-53 have been estimated at 190.0 and 113.6 using the old and the new series, respectively. The figures in columns 9 and 10 of Table 1 were obtained by applying these two indexes to the medians shown in column 5.

Of interest is the fact that for urban places over 500,000, the 1952-53 median salary of $4953 actually purchased less than the median salary of $2708 did in 1940-41. For population groups below 500,000, the purchasing power in prewar dollars of 1952-53 median salaries shows some gain over 1940-41, particularly in the smaller places.

Trend in Salaries Paid

Since 1922-23 the NEA salary surveys have shown certain trends altho not always persistent nor marked to the same extent in all population groups.

The first trend is the closing of the gap between median salaries paid classroom teachers and those of school administrators. In urban places over 500,000 in population the

TABLE 1.—MEDIAN SALARIES OF REGULAR CLASSROOM TEACHERS IN PUBLIC ELEMENTARY AND SECONDARY SCHOOLS IN URBAN SCHOOL SYSTEMS

Size of urban school districts	Median salaries				Percent of Increase			Purchasing power of 1952-53 salaries	
	1940-41	1946-47	1950-51	1952-53	1940-41 1952-53	1946-47 1952-53	1950-51 1952-53	In 1935-1939 dollars[a]	In 1947-1949 dollars[b]
1	2	3	4	5	6	7	8	9	10
I. Over 500,000.....	$2708	$3580	$4456	$4953	82.9%	38.4%	11.2%	$2607	$4360
II. 100,000-500,000.....	2029	2704	3595	3932	93.8	45.4	9.4	2069	3461
III. 30,000-100,000.....	1763	2458	3407	3898	121.1	58.6	14.4	2052	3431
IV. 10,000- 30,000.....	1551	2299	3150	3615	133.1	57.2	14.8	1903	3182
V. 5,000- 10,000.....	1424	2121	2985	3361	136.0	58.5	12.6	1769	2959
VI. 2,500- 5,000.....	1273	2044	2831	3275	157.3	60.2	15.7	1724	2883

[a] U. S. Bureau of Labor Statistics Consumers' Price Index assumed to be 190.0 for the school year 1952-53 in 1935-1939 dollars.
[b] Assuming a CPI of 113.6 for the schoolyear 1952-53 in 1947-1949 dollars.

1930-31 median salary of elementary-school principals was 72% higher than the median of elementary-school teachers; in 1952-53 it was only 52% higher. The median for highschool principals was 136% above that of elementary-school teachers in 1930-31 and only 90% above in 1952-53. Similarly, the median for superintendents was over six times as much as that of elementary-school teachers in 1930-31 and less than four times as much in 1952-53. Similar changes took place in other urban groups.

The second trend shows a continued reduction in the differences between the median salaries of elementary-school classroom teachers and highschool classroom teachers. Again using figures for urban places over 500,000, we find that the median for highschool teachers was 27% higher than that of elementary-school teachers in 1930-31 and less than 15% higher in 1952-53.

The third trend has been a marked tendency toward bringing the median salaries of the various population groups closer together. Using medians for all classroom teachers as an example, we find that in 1940-41 the median for urban places over 500,000 in population was 112% higher than that for places 2500 to 5000, while in 1952-53 it is only 51% higher.

Trends in Salary Schedules

Table 2 shows the estimated medians of the *minimum* and *maximum* salaries specified in the schedules in urban districts over 30,000 population, based on a preliminary examination.

For the urban places represented in Table 2, the *highest* minimum was $3950 for four years of preparation; the lowest about $2000. Also for four years of preparation the *highest* maximum was $6500; the *lowest*, $2640.

The use of socalled "cost-of-living" adjustment has increased in the places 30,000 to 100,000 population. In this Group III nearly 17% of the schedules have an adjustment as compared with 8% two years ago. A number of these plans are linked to the price index of the Bureau of Labor Statistics. They appear to be temporary since only nine systems clearly showed that the adjustment was a permanent part of the salary schedule.

In urban districts over 100,000 in population there has been some decrease in the number giving a temporary cost-of-living adjustment. Some of these adjustments, reported in earlier surveys, may have been absorbed by increases in the salaries paid and in advances of the minimums and maximums now specified.

The number of urban school systems recognizing training levels below four years (or the bachelors degree) has declined by about 10%. On the other hand, there has been a substantial increase in the number of communities recognizing six years of preparation. Much of this progress appears to have been made in suburban communities and other places of 30,000 to 100,000 in population.

The number of urban districts providing higher salaries for men than for women continues to decline. Of those examined so far in the 1952-53 survey only three places above 100,000 population (four in 1950-51) scheduled higher salaries for men; in places 30,000 to 100,000 there were 17 in 1950-51 and only 13 in 1952-53.

None of the urban areas over 100,000 in population reported dependency allowances. Of the 30,000-100,000 group, dependency allowances were provided by about 3%, both in 1950-51 and in 1952-53.

Annual increments vary in size, number, and spacing. Among the urban districts over 500,000 in population reporting in 1952-53 the median annual increment at the four-year training level was $202 (it was $175 in 1950-51); in the 100,000-500,000 group it was $137 ($115 in 1950-51); in the 30,000-100,000 group it was $110 ($106 in 1950-51).

The number of increments provided by the salary schedules has, on the average, increased about one between 1950-51 and 1952-53. For 1952-53 the median number of annual increments is 12 for Group I, 14 for Group II, and 13 for Group III.

In two-thirds of the urban communities over 100,000 population the increments are uniform thruout the years of service, except that the first and last increment may vary from the others. In those of 30,000 to 100,000 population there appears to be some trend away from uniform increments to varying amounts from year to year.

Toward Professional Salaries

In July 1952 the NEA Department of Classroom Teachers passed a resolution favoring a minimum salary of $3200 for beginning teachers with four years of college preparation and a maximum salary of at least $8000 for those with five years of preparation and 15 years of experience. About 27% of the 308 single-salary schedules on which the figures in this article are based have reached the $3200 mark; none has placed the $8000 figure in the schedule. A few have passed $7000 for teachers who have six or more years of preparation.

Clearly a professional salary plan must: [1] offer minimum salaries high enough to attract young men and women of promise, [2] provide maximum salaries high enough to retain competent teachers in service, [3] provide incentives to recognize the teacher's efforts to improve his qualifications, [4] assure equity of treatment to those with like qualities and experience, and [5] provide opportunities for teachers to participate in the development and administration of salary policies.

For the success of the division's biennial surveys much of the credit belongs to the superintendents and their staffs who have spent many hours tabulating their payrolls on forms supplied by the division.

—FRANK W. HUBBARD, *director, NEA Research Division.*

TABLE 2.—PRELIMINARY FIGURES ON SALARY SCHEDULES 1952-53

City size (number of cities in parentheses)	Median of the minimum salaries specified for various years of preparation			Median of the maximum salaries specified for various years of preparation		
	4 years	5 years	6 or more years	4 years	5 years	6 or more years
1	2	3	4	5	6	7
I. Over 500,000 (18)	$3100	$3283	$3750	$5300	$5550	$5867
II. 100,000-500,000 (106)	2971	3118	3488	4780	5094	5733
III. 30,000-100,000 (270)	2898	3063	3350	4628	4908	5467

The Pueblo Minute Men

—may their tribe increase.

YOU might say it was Teddy Roosevelt who organized 12 of us Pueblo, Colorado, teachers into a membership drive for the NEA. To be more accurate, it was really a sentence of his that stirred us to action—"Every man owes some of his time to the upbuilding of the profession to which he belongs."

That idea of Teddy's started us in September 1952. To open our project, we brewed up a dinner meeting with two speakers from NEA headquarters—R. B. Marston of the membership division and Hilda Maehling of classroom teachers. It was a real success, even to the table decorations of aspen, spruce boughs, and pine cones arranged by our all-male committee.

After dinner the 12 of us, who dubbed ourselves the Pueblo Minute Men, each agreed to contact 10 teachers who had not joined the NEA. Our purpose was to convince all doubting Thomases that they should belong to the NEA and to the Colorado and Pueblo education associations as well.

Ringing doorbells is not much fun, except for small fry at Hallowe'en. However, ring doorbells we did, because we were sure that a personal-contact campaign was our best bet.

A few of us had doors slammed in our faces, but generally we were received politely and given a chance to explain our mission. After a little experimentation and much conferring we worked in pairs, so that we could support each other and answer questions more fully.

Most of our visits were lively, because we encouraged teachers to explain why they hadn't joined the NEA. We figured that was the best approach, because unless we knew their reasons, we had no way of counter-arguing effectively.

The reasons given for not belonging were varied. One person said, for example, "Our former principal

OUR LOCAL ASSOCIATIONS

MORRIS J. WEINBERGER

Mr. Weinberger is chairman of the Minute Men in Pueblo, Colorado.

LOCAL-WISE

It's a Good Idea

To help worthy highschool graduates who are interested in a teaching career: The Belfast [Maine] Teachers Club maintains a scholarship fund for the benefit of local highschool graduates who wish to prepare for teaching but lack the means for doing so. Funds for the project are obtained thru activities sponsored by the club. Perry Wortman is president of BTC.

To acquaint members of the local association with the background and interests of members of their board of education: The *MTA News*, publication of the Montebello [Calif.] Teachers Association, carried an interview with each member of the local board of education. The interview was conducted by a member of MTA and brought out facts about the board member's educational background, family, interest in community matters, club work, interest in becoming a member of the board of education, and views on local and general educational problems.

"Meet the Board of Education" has been of great interest and value to the members of the association as well as lay citizens, reports William Henderson, president of MTA.

To sponsor inservice courses for professional improvement: Elizabeth McGinness, chairman, Public Relations Committee of the Sheboygan [Wis.] Education Association, reports that SEA, in cooperation with the local school administration, the board of education, and the University of Wisconsin, arranged a school-year study program based on the interests of the teachers.

For neighboring local associations to join forces occasionally: Two such associations in Kansas, the Liberal Education Association and the Seward County Education Association, held a joint meeting last fall to bring before their members the topics discussed at the zone schools conducted by the Kansas State Teachers Association. Mrs. Robert Hallman is president of LEA and Mrs. Louise Sharp is president of SCEA.

forced us to join the NEA, and now that he's gone, I'm not going to belong."

We suggested that there were such real advantages in NEA membership that it was really cutting off one's nose to spite one's face to refuse to belong just to revenge an unreasonable principal who is no longer in that office.

Another teacher said, "I just don't feel that I'd get much out of belonging."

We pointed out that in addition to providing the NEA JOURNAL the NEA helps its members in the following ways:

[1] It has constantly worked toward improving standards in education and getting a fair deal for teachers.

[2] Thru the medium of radio, newspapers, and magazines the NEA carries on national publicity in the interests of education and the teaching profession.

[3] It does good work at the state level, too. In Colorado, for example, the NEA has given facts supporting the Public School Foundation Act, the biggest single statewide advance in education in years.

[4] The NEA has given local salary committees facts and help in obtaining better salary schedules.

[5] It has given data in setting up and protecting teacher tenure and retirement systems in Colorado.

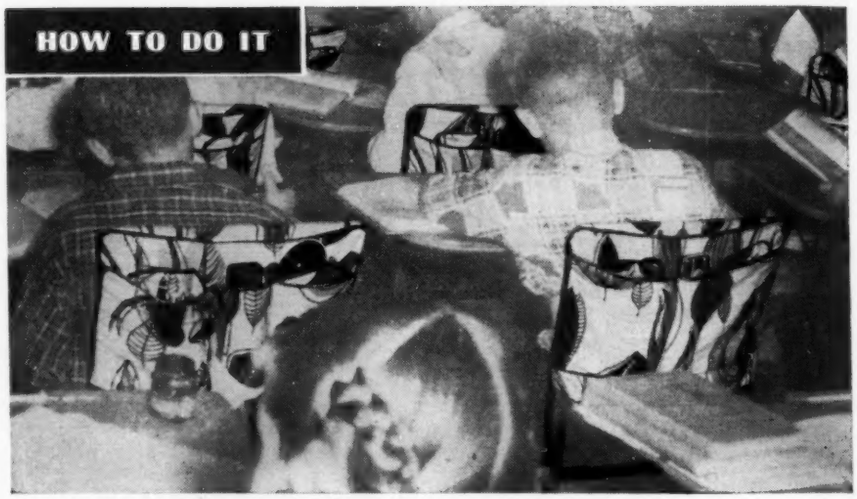
[6] It has supplied facts to support improved state aid to schools.

In the course of our canvassing we ran into all manner of objections, but we had a rebuttal for almost all of them. Thru our efforts plus the help given by many others, NEA membership in Pueblo has risen from 350 in 1951-52 to 420 this year —a 20% increase we are proud of.

In addition to these direct appeals for membership, we are now carrying on a publicity campaign. Our aim is to keep the NEA and its activities constantly before the Pueblo teachers.

Our work outside Pueblo has included talks, panel discussions, and other services to Colorado locals; and manning an information and dues-collecting booth at the annual CEA Southern Division Convention.

We invite other opportunities to serve the profession. For information write to Norman Miller, 409 West 13 Street, Pueblo, Colorado.



Dress up your classroom

MILDRED HOOPER

HOW to help children keep track of their assorted school supplies is a problem that has been cleverly solved by Mrs. Damon Smart, a sixth-grade teacher in Houston, Texas.

Her solution is chairback covers of sturdy gay material equipped with roomy pockets to hold scissors, crayons, rulers, and similar items that are otherwise constantly being mislaid.

Mrs. Smart is not quite sure what gave her the idea, but she realized immediately that such chaircovers would be practical if they could be made inexpensively. At her first opportunity she went ferreting thru bargain basements and mill-end shops looking for suitable material. She wanted something inexpensive because she estimated that each cover required three-quarters of a yard, and she also hoped to be able to have curtains to match. After considerable searching she found a fabric that seemed to her ideal and a terrific bargain—only 69¢ a yard. It fulfilled her requirements of durability, washability, and attractiveness.

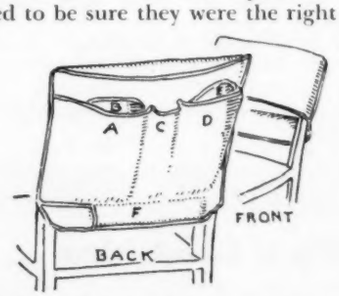
Once she had made this great find, she called a meeting of the youngsters' mothers and asked them if they would be interested in helping her make 35 chair covers with pockets on the back panel for keeping supplies.

The mothers were glad to help, and soon they were discussing ways and means. Knowing human nature, especially as manifested by the young, they soon agreed that the children should be made to feel that this was *their* project. In that way they would be proud and careful of the completed chair covers.

Just as expected, Mrs. Smart's sixth-graders became eager beavers when told they had an important role to play as fund raisers. They contributed pennies left over from lunch money, and worked so furiously on paper-drive contests that they won two prizes—a $2 one and a magnificent $5 one. There were a number of anonymous contributions to such a worthy cause, and the money piled up with gratifying speed.

About four weeks later came a day of great rejoicing. The final goal had been reached. Now it was the mothers' turn to work.

A muslin pattern was cut, stitched, and tried on a chair. The pockets were tested to be sure they were the right size



and shape for stowing an assortment of gear. The length of the front piece was extended and other revisions were made. Bias tape, double-stitched to eliminate stretching of the fabric, was used to reinforce and trim the cover.

After two covers were made, 33 more were turned out in jig time. As a final fillip, curtains and a window valance were made of the same material.

When the chair covers and curtains were completed, the schoolroom immediately assumed an elegant air. Everyone thought the project a success. #

Mrs. Hooper is a music teacher in Houston, Texas, and her daughter is one of Mrs. Smart's sixth-grade pupils in the Kelso School in Houston.

When you retire, set sail on an

ADVENTURE BRAVE AND NEW

Don't let yourself become part of the mothball fleet.

ELEANOR YOUNG

YOU open an eye and look at sheets of rain slashing against the window. You can hear the violence of hysterical wind yipping madly around the corners of the house.

Your eye darts anxiously to the little ivory clock on your dressing table—9:10. Good heavens! You're terribly late for school. How could you have forgotten to set the alarm? And then it all creeps back into your consciousness; you stretch and wiggle your toes and yawn an exquisitely leisurely yawn. You're a *retired* schoolteacher now, ever since 2:45 yesterday afternoon when you mistily said goodbye to your last English class.

As you left the school, after all the farewells, laden with books and your flowerpots of African violets, you felt twinges of anxiety and a few moments of near panic. Teaching had been your life for so many years. Would you be able to make the years to come as richly satisfying as those that had gone before?

MY CONVICTION is that if you plan ahead with just a few of the brains your IQ test gives you credit for, you can give a firm and joyous "yes" to that question.

Retirement is something I personally am reveling in because I am making use of my leisure and freedom to fulfil lifelong dreams and secret ambitions.

I can remember how surprised I was when a friend, hearing that I was about to stop teaching, asked, "Aren't you *afraid* to retire?"

That seemed like a very peculiar question. "Afraid?" I replied bewildered. "Of what?"

"Oh, all sorts of things—getting moth-eaten or perishing of boredom. It may be cruelly dull after all the activity you've been used to."

"Well, I'm going to move too fast for any second-rate moths," I assured her. "And as for being bored—if I haven't had sense enough to develop a hundred interests during all the years I've been cluttering up the landscape, I should be shot at dawn as an object lesson in stupidity."

That stopped her in her tracks, but she recovered enough to make a parting thrust. "What will you use for money?"

Now that was *really* getting down to cases, but I remained unruffled. "Oh, I can have fun on a nickel," I retorted blithely, with my fingers crossed.

OF COURSE, I, like my colleague, sometimes had qualms at the thought of leaving the daily routine, the lively companionship of youth, and the close association with fellow teachers, and especially at the realization of how small my future pay checks would be. My confidence, however, resulted from years of planning for this event and from studying the experiences of others.

A husband and wife on our high-school faculty had retired early, even without a pension, and were happily and prosperously raising chickens on their Maryland farm.

One of my friends on retiring bought a wooded lot in the Blue Ridge Mountains, where she built a home with every city convenience plus glorious mountain views. Another retiree joined her there, and together they were as happy as larks, painting water colors and writing verses or jaunting to town to attend an art club, a woman's club, and an international-relations society.

A former principal bought a trailer and with his wife spent his winters in Florida and his summers beside a New York lake. Other teachers I knew had winterized their summer cottages near the New England shore.

When I considered retiring, my thoughts turned nostalgically to Colorado, to me the veriest paradise.

Thus one of the first steps in preparing for a happy retirement is the selection of a suitable place in which to live and grow—one, of course, where expenses won't put too much strain on one's income. In the December 1952 NEA JOURNAL Henry Curtis has a helpful article on this point entitled, "Homes for Retired Teachers."

A LONG-RANGE financial program should have been planned early in the teaching career, with a special fund in later years for retirement emergencies. Even the most optimistic retiree must face the fact of a greatly reduced income. Thus it is necessary to learn to have fun on a nickel, figuratively speaking.

Being able to manage at all is a matter of preparation—of saving, of investing wisely during the earning period. All teachers today realize the necessity of joining a health and accident insurance system. Even so, reduced income calls for economies.

That doesn't mean that you have

***Miss Young, a former teacher in Mt. Vernon, New York, is now living in Denver, Colorado. She is author of a recent biography,* Forgotten Patriot: Robert Morris.**

to suffer. It's completely possible to eat every bit as well as you did before, with ingenuity replacing the extra dollars. You can learn to take a cheap, tough cut of meat and wrestle it into a state of appetizing submission. Frugal canned tuna, combined imaginatively with cream soups and the meagerest sprinkling of toasted almonds can become a gourmet's delight. You now have the time to make inexpensive meals delicious. It's when you're rushed and tired that food costs go up, because most speedy, easy-to-fix meals are costly.

If you're a woman, you can have a real whirl making your clothes, as well as remodeling those already on hand. The resultant savings can be dramatic, and it's a creative activity that is very satisfying.

In case you haven't done much sewing in the past, by all means join an adult sewing class, if one is available. Uncertain amateurs can ruin a lovely piece of material, and besides, the chatty companionship of these classes is quite stimulating.

As for amusements, it is possible to have a good time at little or no expense. I have had many an afternoon's entertainment watching the droll antics of a performing pelican and the panhandling ducks in a park lake. There are libraries even in small towns, and sometimes bookmobiles for rural communities. Many villages have free concerts and lectures, and afternoon movies are inexpensive.

AFTER the period of preparation, when the actual day of retirement has arrived, there are two steps to be hurdled at the same time: making a clean break with the past and adjusting to new conditions. You'll want to retain old friendships and happy memories of active professional life, but it is not necessary to spend time in looking backward, certainly not in meddling in school affairs. That chapter is ended; a new one begins. Adjustment to this new life depends largely upon the spirit of anticipation with which it is approached.

Those who have retired most successfully, in my opinion, are the ones who have filled their days with worthwhile activities and have cultivated an adventurous viewpoint. Surely giving up a career does not mean retirement from life itself. There is so much to learn, to enjoy, to do. This is the time that the hobbies acquired in earlier years and the studies already begun have a chance for fuller development.

Now there is leisure to memorize the lovely sonnets we have always promised ourselves we would learn some day. Now we really have time to paint that golden, aspen-covered mountain. We may even turn out to be another Grandma Moses. Now we have a chance to write that song or story that has haunted our work-filled days and nights.

We may even fulfil our suppressed desire to be an actress by taking part in little-theater activities or starting and directing such a group in a small community, as a friend of mine has done with thrilling results.

People are much more prone to criticize what appears to be wrong than to praise that which is good. We see this very vividly in politics, where most campaigns are waged by attacking other parties and candidates. The same tendency is shown in discussions of public education. The current criticisms center largely on individual mistakes and shortcomings which, while regrettable and subject to improvement, are bound to occur in any large program involving so much of the human element. Too little tribute is paid to the magnificent contribution which public education has made to the development of our American way of life and the highest standard of living in history.—*Will C. Crawford.*

Whatever the activity, whether clay-modeling, gardening, or learning to play a recorder, the greatest value lies in selfexpression and in the feeling of accomplishment.

Retired teachers may find their interests have money-earning potentialities. Book-reviewing, for example, is a fertile field for the book-loving retiree. A Denver friend of mine, in her later years, presented book reviews, current events, and vocabulary-building courses for 30 clubs.

Now we also have the opportunity of volunteering more of our time to community service by working for organizations like the Red Cross, a church club, or hospital. There are also stimulating professional groups we may wish to join.

An excellent way of keeping in touch with the teaching profession is thru keeping up your membership in the NEA, which costs only $2 when you're retired, and joining the National Retired Teachers Association, which costs only $1 a year, a department of the NEA that is sponsoring improved conditions for retirees.

Another important phase of retirement is learning to relax. For all these years we have been running at top speed. Now we have earned the luxury of freedom from clocks, bells, and schedules. Life may come into focus in this period that allows for thought and peaceful contemplation. People who are enjoying their retirement often look younger than they have in years.

This retirement period, moreover, affords an opportunity to round out one's life. In reality, no one ever really retires. Each life experience is only a prelude to another that may be just as rich and significant, tho different.

THIS is the time to go in quest of new spiritual adventure; to delve into the philosophies and religions of different ages and other races. Another guiding light in this spiritual quest might well be the study of the lives of great men and women, to find some secrets of living and dying. "The proper study of mankind is man," as Pope tells us; or we may be reminded with Longfellow that we, too, "can make our lives sublime" —whatever be the fate of our "footprints."

On this quest we may also learn from those around us, even from youth itself. From the hours spent with our own grandchildren or those of others will come a host of blessed memories for us and perhaps for the youngsters themselves. The realm of spiritual adventures is infinite, and our questing spirit may lead us to live, as the Romans expressed it, *"sub specie aeternitatis."*

"And I shall thereupon
Take rest, ere I be gone
Once more on my adventure
brave and new:
Fearless and unperplexed,
When I wage battle next,
What weapons to select, what
armor to indue."

That ringing in my ears

This convention-planner's lament is dedicated with the deepest respect and sympathy to all state presidents, program chairmen, executive secretaries, and headquarters staffs who must endure the sweet sorrow of arranging for annual meetings.

Jangling phones and jangled nerves—
it's convention time again.

EMMA SCOTT

DRAWING BY JOHN GERACHIS

THE postman always rings twice,
But the telephone never stops.
Especially just before convention time
It rings, and rings, and rings.

It rings again, and—long distance for the housing chairman.
"I really need your help," a pleading voice begins.
"I thought my reservation was all taken care of;
Now I find it isn't.
Jane was going to get a room for the two of us together—
Now she tells me
That she's going to stay with her cousin,
(Jane has a cousin who lives in Little Rock)
So you see where that leaves me—
Here, just a week before convention
And no reservation made.
That's the reason I decided to call
Rather than write a letter,
So that I could be sure to get a room at the Marion.
What's that you say, no more rooms at the Marion,
Or at any of the other hotels?
Oh no, I don't want to stay at a motel—
Too far away from everything.
Well, I thought surely that by calling long distance
Rather than taking time to write—
No, I don't want to stay in a private home.
I always think that at a convention
One misses so much—oh, atmosphere, you might say,
By not being at the headquarters hotel.
That's why I went to the expense
Of calling you long distance
Instead of sitting down and writing a letter.
I just had my head set on being at the Marion. . . ."

There it goes again—the phone.
"This is the county membership chairman.
Mr. Q. of District X just called
To say that his teachers
Have not yet received their membership cards.
Can you check to see what the trouble is?
No, he didn't say when he had sent the report in.
Some time ago, I think.
Yes, I'll hold on while you check.
In yesterday's mail, you say?
Well, how soon can those teachers have their cards?
You see, some paid their dues
Early in September, but others were later
And we waited to get it all in at once.
Well, I don't know exactly what you mean
By *processing* the memberships,
But if you could get the cards in the mail today,
Then the teachers could be sure to have them
By day after tomorrow
When they leave for the convention."
Another ring, another query—
"When is the teachers convention?
I have a nice room I'd like to offer—
Beautifully furnished, east front, and private bath.
Near the bus line. Very reasonable.
I could give breakfast, too.
You know you sent me two teachers last year.
As I say, my room is lovely—
Well, so is the whole house for that matter,
And I'm the only one here; so it is quiet."

There it goes again—the phone.
"The teachers convention is next week, isn't it?
Well, I am inquiring about a friend
Who, I think, will be there.
She and I were in teachers college together.
Don't ask me how long ago.
Well, she is teaching somewhere in the state.
And I just said to myself
When I saw about the convention
In the Sunday paper,
I'll bet Addie will be there.
Oh, you say you don't have preregistration?
Well, how can I find out
Whether or not Addie will be there?
I would surely love to see her.
No, that's just it. You see,
I don't know exactly where she is teaching,
So I can't write. I just thought
You might be able to tell me."

The postman always rings twice,
But the telephone never stops.
Especially just before convention time
It rings, and rings, and rings.

***Miss Scott is editor and assistant director of field service, Arkansas Education Association, Little Rock. This feature appeared in the* Journal of Arkansas Education.**

OUR STATE ASSOCIATIONS

Teacher Tutoring

THE Committee on Professional Ethics has received a number of requests for opinions as to what ethical standards govern the practice of a public-school teacher tutoring students in his school system for compensation.

The Code of Ethics adopted by the Representative Assembly in 1952 contains only one reference to tutoring. Specification 6 of the First Principle states:

"The teacher will accept no remuneration for tutoring except in accordance with approved policies of the governing board."

This replaces a section in the former code which provided that a teacher should refrain from tutoring his own pupils or from referring his pupils to any members of his immediate family.

During the process of drafting the present code the impossibility of formulating comprehensive and detailed provisions in relation to tutoring became apparent. It was recognized that in some cases tutoring is essential to a student's educational progress and is a means of meeting his individual needs. Under certain circumstances a student's own teacher may be the best or even the only person available. On the other hand, it was recognized that tutoring can lead to abuses and can cause friction among teachers and misunderstanding on the part of the public. A given tutoring arrangement might be acceptable in one community or school system and not in another.

The extent of the practice varies thruout the country. In some communities having a large transient population during the school year, tutoring by public-school teachers is quite common. In other communities the practice rarely occurs. The variations that arise are manifold in terms of time, place, and circumstance.

Tutoring for compensation is to be differentiated from other types of outside employment due to the nature of the student-teacher relationship. Any tutoring arrangement becomes a part of the educational process. The school system as a whole as well as the teacher has a responsibility for ensuring that tutoring will be conducted in the best interests of all concerned.

It is the opinion of the committee that tutoring should be governed by policies formulated by local boards in consultation with administrators and classroom teachers.

Many school systems do not have an official policy on tutoring. In such communities, where the matter presents a problem, local teachers associations should take the initiative in cooperation with the administration in developing policies. Local associations should also endeavor to secure revision of existing policies which they feel are inadequate or arbitrary.

Without attempting to prejudge specific cases, the committee offers several suggestions which it believes should be included in policies on tutoring:

[1] Any tutoring arrangement between a teacher and a student should be approved by an appropriate school authority.

[2] A teacher, before entering into a tutoring arrangement with a student in another class, should consult with the student's teacher.

[3] A teacher should not engage in tutoring where it will interfere with his effectiveness as a teacher.

[4] Any tutoring arrangement should conform with Specification 10 of the Fourth Principle of the code, which provides that a teacher will engage in no employment which affects adversely his professional status or impairs his standing with students, associates, and the community. #

ETHICS

OPINION NUMBER SIX

This is the sixth in a series of opinions on fundamental issues of widespread interest to the profession. The statements are issued by the NEA Committee on Professional Ethics. These opinions are illustrative of type-fact situations based on actual or hypothetical cases and are not directed toward any person or school system.

In arriving at the opinions, the committee has the benefit of legal counsel. The American Bar Association has followed a similar plan with respect to its code for 25 years. Beginning with Opinion Four, all opinions in this series are based on the hypothesis that situations involved in the cases occurred after the adoption of the new code in July 1952.

If there is any practice in your area which you think raises a question of professional ethics, or if there is a practice about whose ethical implications you are uncertain, the committee invites you to submit a complete statement of the material facts. Such requests will be given careful consideration, altho the committee reserves the right to determine those cases on which formal opinions will be rendered. Write to the Committee on Professional Ethics, NEA headquarters.

Did you know

that *a grant of $50,000 has been made to establish a Commission on Women's Education? The grant was secured thru the offices of the National Association of Deans of Women, an NEA department.*

that *NEA has members in every state in the US, all its commonwealths, territories, and outlying possessions; in dependent schools of the armed forces in occupied areas abroad; and in 31 foreign countries?*

that *the New York State Classroom Teachers Association's 1952 award for outstanding service to the cause of education was presented to Hilda Maehling, executive secretary, NEA Department of Classroom Teachers?*

that *NEA members have the benefit of nearly 30 years study of teachers salaries and salary schedules made by the NEA Research Division?*

that Guide to Films in Intergroup Understanding *is being developed by the NEA Department of Audio-Visual Instruction in cooperation with New York University? Funds for the project come from the Anti-Defamation League of B'nai B'rith.*

that *this summer NEA tour members will be guests of teachers in Denmark, Holland, Austria, Norway, and Sweden thru arrangements made by NEA's Travel Division?*

that *Willard E. Givens received the 1952 American Education Award for "service to American education," given annually by the Associated Exhibitors of the AASA?*

A blind spot in teacher education?

Do you feel that a course in

CLUB SPONSORSHIP

should be a part of professional preparation?

AT COLLEGE registration time last September, a beginning teacher came to my office with a blossoming anxiety neurosis. After his first week of highschool teaching he had been asked to sponsor the yearbook and the student council in addition to carrying a full teaching load.

"I'm a complete ignoramus about editorial work," the young man groaned, "and I don't know the first thing about student councils. Do you have any courses I could take to put me on the beam?"

Most secondary-school teachers, like this young man, are assigned sponsorship activities at one time or another. Yet many teachers are equally unprepared. This may be because too many undergraduate programs of teacher education seem to have a blindspot in this area.

THIS problem was recognized more than 20 years ago, when the Commonwealth Teacher-Training Study analyzed extracurriculum duties and recommended content for a course of activities. Other surveys have been made subsequently.

Some of this research indicates that a number of colleges are providing needed preservice training to prepare prospective teachers for sponsorship activities, but it is hoped that more will follow suit.

Pennsylvania state teachers colleges require each student to have one semester's extracurriculum activity each year. The Teachers College at St. Cloud, Minnesota, provides time for regular participation in student activities to prepare graduates for leadership in similar situations.

The State Teachers College at Trenton, New Jersey, has a club-leadership course for selected freshmen, who later serve as leaders in outside organizations. Teachers College of Temple University grants undergraduate credit for a course, "Participating in Activities." Wayne University has an extensive program which enables prospective teachers to gain leadership experience in settlement houses, boy-scout or girl-scout groups, and the like. Syracuse University has a similar program.

PRESERVICE training in sponsorship activities is most desirable, it seems to me. It is almost *imperative* for sponsorship activities where injuries are possible, as in a chemistry club. However, thru inservice training the teacher can improve as a sponsor.

For example, various types of in-service training for activity sponsors have been provided by individual school districts. The Denver public schools schedule half-day meetings for sponsors to seek solutions for common problems. In Hinsdale, Illinois, new highschool teachers are usually appointed as assistant sponsors before assignment to more responsible positions.

Colleges have helped activity sponsors in various ways. Professors often serve locally as consultants, and college facilities have been used by sponsor groups. In Arkansas, Conway State Teachers College has played host for three summers to a workshop organized by the state association of student councils.

In Texas, the student-council association held workshops at the North Texas State College in Denton (1951) and at Texas Technological College in Lubbock (1952). The New Jersey Association of High School Councils has used the facilities of Rutgers University for many of its 27 annual conferences.

The colleges have often organized special programs to help teachers seeking training as activity sponsors. In October, 1952, Rutgers University organized a workshop for student-council sponsors. As part of the 1952 summer session, the University of Colorado scheduled workshops for advisers of highschool publications and for athletic coaches. The University of Pennsylvania puts on programs featuring the arts, maintains an excellent collection of student publications in its curriculum laboratory, and sponsors programs for activity directors during Schoolmen's Week.

Many books are available on specific activities. Professional magazines frequently publish articles on successful sponsorship, and *School Activities* is devoted exclusively to extracurriculum activities.

These materials, tho available, must be located and digested, and often the sponsors need more systematic help. Therefore, courses in activities sponsorship still seem to be needed for inservice teachers.

SOME colleges not previously mentioned which offer courses in student activities include: Bucknell University, Columbia University, Drexel Institute of Technology, Kutztown State Teachers College in Pennsylvania, Montclair State Teachers College in New Jersey, New York University, Pennsylvania State College, Stanford University, and Trinity University. Yes, steps are being taken to eliminate this possible blind spot in teacher education #

WILLIAM S. STERNER

Dr. Sterner is assistant professor of education at Rutgers University, New Brunswick, New Jersey.

OUTSTANDING *Educational Books* OF 1952

This selection of books was prepared by the staff of the Education Department of the Enoch Pratt Free Library in Baltimore. Members of the staff are: Julia Certain [head], Ceceile Richman, Ruth Cawein, Florence Radermacher, and Robert L. Carter. They gratefully acknowledge the help of many educational specialists in the preparation of the list.

Numbers in brackets refer to publishers, which are listed at the end of the article. Inquiries concerning books should be addressed directly to publishers.

General

Education and American Civilization by G. S. Counts. In an emerging new world, America must develop an education based on "a great conception of our civilization," one which supports a society of free men secure from want and part of a world community. 491p. $3.75. [4]

The Development of Modern Education in Theory, Organization, and Practice, 2d ed. 719p. $6. [20]

Education and the Nature of Man by E. C. Kelley and M. I. Rasey. Briefly, at times sketchily, points out educational concepts needing modification in the light of scientific knowledge, then analyzes characteristics and tendencies of man and suggests new approaches. Provocative, sometimes controversial. 209p. $3. [10]

Fifty Years of American Education: A Historical and Critical Appraisal by E. W. Knight. In nonpedagogical language, Dr. Knight traces the developments in elementary, secondary, and higher education during the years 1900 to 1950. Analysis and evaluation of trends are based on original sources. Excellent annotated bibliographies. 484p. $4.75. [22]

Comparative Education, edited by A. H. Moehlman and J. S. Roucek. Current educational systems examined within their cultural settings and in the light of recent historical events. Global coverage with detailed consideration of the United States, China, India, Japan, and representative European countries. 630p. $4.50. [6]

Education in Rural Communities: 51st yrbk., pt. 2. Natl Society for the Study of Education. 359p. $3.50; $2.75 pa. [3]

Education for All American Youth; A Further Look. Rev. ed. NEA-AASA Educational Policies Commission. 402p. $2 [19]

One School Administrator's Philosophy: Its Development by F. E. Spaulding. A distinguished schoolman's review of the people, ideas, and events that influenced him invites the reader to think seriously about his own philosophy. 352p. $5. [7]

Administration and Finance

The American School Superintendency: 30th yrbk. Amer. Assn of School Administrators. The superintendent's multiple responsibilities as a leader in a democratic community—urban or rural, factors pertinent to this leadership, and aids and hindrances to its attainment. Based upon 3146 replies to a questionnaire. 663p. $5. [1]

The Public Administration of American Schools by Van Miller and W. B. Spalding. That the public schools are the responsibility of all citizens is the central thesis in this wellorganized and readable book presenting the principles and problems of school administration. 606p. $4.75. [28]

Problems and Issues in Public School Finance. Natl Conference of Professors of Ednl Admin. Objective analysis and evaluation of research findings and significant experiences in school finance, invaluable to school administrators, local boards, and citizens committees. Prepared at the request of The Citizens Commission for the Public Schools. 492p. $4.50. [4]

The Children We Teach

One Little Boy by D. W. Baruch. A frank and moving account of the psychoanalysis of eight-year-old Kenneth, a timid, asthmatic child failing in school. His response to psychotherapy during the three-year treatment is absorbing and instructive. 242p. $3.50. [17]

Childhood Problems and the Teacher by Charlotte Buhler and others. Attractive format and skilful use of case illustrations help to make this interesting and practical for teachers. Of particular value are the chapters on psychologist-teacher cooperation and on projective technics. 372p. $3.75. [11]

Delinquents in the Making by Sheldon and Eleanor Glueck. *Unraveling Juvenile Delinquency,* the full report of the 10-year research study conducted by the Gluecks, was published in 1950. This new book summarizes their findings on the major causes of delinquency and offers suggestions for prevention and control. 214p. $3. [10]

Our Children Today, edited by S. M. Gruenberg. For parents and teachers: 28 specialists give a thoro coverage of the latest findings in child development, including the organic, cultural, and educational needs, discipline, adolescence, and the problems of adjusting to society. 366p. $3.95. [26]

Developmental Tasks and Education, 2d ed., by R. J. Havighurst. 100p. $1.25. [14]

Understanding Your Child by J. L. Hymes. This child-development specialist and father of three children refreshingly and realistically advises parents on what to expect from small, and occasionally violent, individuals in the process of growing up. 188p. $2.95. [20]

In Search of Self by A. T. Jersild. "The most important task of child psychology and education is to help people gain in healthy selfunderstanding and in acceptance of themselves and others." Dr. Jersild's book is an excellent clarification of this "self-concept" and the teacher's role in its development. 141p. $2.75. [4]

The Psychology of Human Learning by J. A. McGeoch. 2d ed. rev. by A. L. Irion. 596p. $5. [14]

Controls from Within by Fritz Redl and David Wineman. Technics for handling extremely aggressive children, with implications for work with normal youngsters. Examines various means of ego-support and behavior control. For professional workers. 332p. $4.50. [8]

Child Psychology: Growth Trends in Psychological Adjustment by G. C. Thompson. An integrated picture of child growth and development is presented in this scientific text for students and specialists in psychology and education. Chapter bibliographies contain a wealth of references. 667p. $5.50. [12]

Personality in the Making, edited by H. L. Witmer and Ruth Kotinsky. Editors for the *Mid-Century White House Conference on Children and Youth* summarize the six main forces shaping child personality and indicate how knowledge of these forces must shape the policies of each of the social institutions which work with children. 454p. $4.50. [10]

Teachers and Teaching

Everybody's Business—Our Children by Mauree Applegate. Based on the common need of parents and teachers to understand children and to train them for maturity and selfdiscipline, this book describes the learning process and teaching methods and provides suggestions for units and meetings, all in amusing informal style. 310p. $3. [23]

Mental Hygiene for Classroom Teachers by H. W. Bernard. A broad, sound approach to the application of mental hygiene to classroom practice. The needs of the normal child are emphasized, with a discussion of methods and technics for developing a workable program. 472p. $4.75. [15]

The Guidance of Learning Activities, 2d ed., by W. H. Burton. 737p. $5. [2]

Secondary Education for Life Adjustment of American Youth by H. R. Douglass. 630p. $5.50. [22]

Teaching Young Children in Nursery School, Kindergarten, and the Primary Grades by Roma Gans and others. Effective teaching is based on insight and understanding of the child, his group, family background, and the values he is acquiring. Recommended for parents, teachers, and workers with young children. 454p. $4. [28]

Modern Methods in Secondary Education by J. D. Grambs and W. J. Iverson. A textbook which sucessfully integrates theory and practice and emphasizes the how-to-do-it aspects of teaching. Covers all phases of the teacher's job—curriculum, materials and resources, evaluation, and pupil guidance. 562p. $4.75. [25]

Educating Gifted Children by G. H. Hildreth and others. A progress report of 10 years' work with children of superior mental abilities, giving concrete details of teaching methods, curriculum, instructional re-

sources, and cooperation with parents. Discusses qualifications and training of teachers and the advisability of segregating the gifted. 272p. $3.50. [10]

Teaching through Radio and Television, rev. ed., by W. B. Levenson and Edward Stasheff. 560p. $4.75. [21]

Education through School Camping by Helen Manley and M. F. Drury. Practical presentation of methods for the organization and administration of school camps. Describes programs in operation in several school systems. 348p. $4.50. [18]

Cooperative Procedures in Learning by Alice Miel. Firsthand accounts of joint planning by pupils and teacher of such school matters as service projects, use of time, and care of surroundings, together with reports of difficulties encountered and successful practices. 512p. $3.75. [4]

Teaching-Learning Theory and Teacher Education, 1890 to 1950 by W. S. Monroe. A comprehensive survey of the development of teaching-learning theory, evolution of teacher-education purposes, and development of practices in teacher education. 426p. $6.50. [13]

Planning for Teaching by R. W. Richey and others. A fresh approach to teacher preparation is found in this new text for introductory education courses. Emphasis is placed on selfanalysis and career planning. 422p. $4.75. [15]

The Teacher of Teachers by Harold Rugg. Traces the transition in the philosophy of teacher education which began in the 1920s and urges that the young teacher of teachers follow what the author terms the "Creative Path of the Great Tradition." A stimulus to discussion and argument. 308p. $4. [10]

Teaching Special Subjects

The Psychology of Teaching Reading by I. H. Anderson and W. F. Dearborn. Based on findings of studies of growth, eye-movements, teaching methods, and testing devices, the book holds that learning to read is part of the child's total growth pattern. 382p. $4.75. [22]

Improving Reading in All Curriculum Areas, edited by W. S. Gray. 262p. $3.25. [3]

Teaching Mathematics in the Secondary School by L. B. Kinney and C. R. Purdy. The detailed presentation of classroom practices by which the authors successfully relate mathematics to everyday life makes this valuable to the experienced as well as the beginning teacher. Helpful sections on construction and use of tests and visual aids. 381p. $5. [21]

Creative and Mental Growth, rev. ed., by Viktore Lowenfeld. 408p. $5. [16]

Essentials of Industrial Education by A. B. Mays. 248p. $3.75. [15]

A Curriculum for Citizenship by A. R. Meier and others. In this partial report of the five-year *Detroit Citizenship Education Study,* efforts to improve civic instruction in four schools are described. Findings emphasize the need for cooperative planning and teacher growth. 413p. $4.50. [27]

The English Language Arts. National Council of Teachers of English. Commission on the English Curriculum. Methods of teaching the many aspects of language based on the belief that "at the heart of any curriculum are the needs of each individual learner and the demands of society upon him." 501p. $3.75. [2]

School Health and Health Education, 2d ed., by C. E. Turner. 472p. $3.50. [18]

Guidance and Counseling

Studying Students by C. P. Froehlich and J. G. Darley. This handbook for teachers and counselors on the secondary level presents methods of gathering information needed for an understanding of the individual student. 411p. $4.25 [24]

Occupational Information: Its Development and Application, 2d ed., by C. L. Shartle. 425p. $5. [20]

Guidance in Elementary Education by R. D. Willey. Recognizing that "at the heart of the guidance program is the teacher," this comprehensive volume synthesizes the many technics and understandings entering into a guidance program. 825p. $5. [10]

Higher Education

The College and the Community by Baker Brownell. A responsible writer levels sharp criticism at colleges and universities for separating students from the living, working human community. 248p. $3.50. [10]

Nature and Needs of Higher Education. Commission on Financing Higher Education. Report of a three-year study surveying the whole field of higher education in America and focusing special attention on financial problems. 191p. $2.50. [5]

They Went to College by Ernest Havemann and P. S. West. Based on a survey made by *Time Magazine* of over 9000 graduates from 1000 US colleges, this is a readable, informative account of the college graduate's financial success, marital status, attitude on religion, politics, and other facts, presented with the aid of charts. 277p. $4. [9]

General Education, 51st yrbk, Pt. 1, of The Natl Society for the Study of Education. Analysis of the principles and problems of the general-education movement in higher education, including discussion of the role of the humanities, social sciences, and sciences, and ways of adapting instruction to the best interests of youth in a democracy. 377p. $3.50; $2.75 pa. [3]

List of Publishers

[1] American Assn of School Administrators, 1201 16th St. N. W., Washington 6, D. C.

[2] Appleton-Century-Crofts, 35 W. 32d St., New York 1.

[3] Univ. of Chicago Press, 5750 Ellis Ave., Chicago 37.

[4] Columbia Univ. Teachers College. Bureau of Publications, 525 W. 120th St., New York 27.

[5] Columbia Univ. Press, 2960 Broadway, New York 27.

[6] Dryden Press, 31 W. 54th St., New York 19.

[7] Exposition Press, 386 4th Ave., New York 16.

[8] Free Press, Glencoe, Ill.

[9] Harcourt, Brace & Co., 383 Madison Ave., New York 17.

[10] Harper & Brothers, 49 E. 33d St., New York 16.

[11] Henry Holt & Co., 383 Madison Ave., New York 17.

[12] Houghton Mifflin Co., 2 Park Ave., Boston 7.

[13] Univ. of Illinois Press, Urbana, Ill.

[14] Longmans, Green & Co., 55 5th Ave., New York 3.

[15] McGraw-Hill Book Co., 330 W. 42d St., New York 36.

[16] Macmillan Co., 60 5th Ave., New York 11.

[17] Julian Messner, Inc., 8 W. 40th St., New York 18.

[18] C. V. Mosby Co., 3207 Washington Blvd., St. Louis 3.

[19] National Education Assn, 1201 16th St. N. W., Washington 6, D. C.

[20] Prentice-Hall, 70 5th Ave., New York 11.

[21] Rinehart & Co., 232 Madison Ave., New York 16.

[22] Ronald Press Co., 15 E. 26th St., New York 10.

[23] Row, Peterson & Co., 1911 Ridge Ave., Evanston, Ill.

[24] Science Research Associates, 228 S. Wabash Ave., Chicago 4.

[25] Wm. Sloane Associates, Inc., 425 4th Ave., New York 16.

[26] Viking Press, Inc., 18 E. 48th St., New York 17.

[27] Wayne Univ. Press, Detroit, Mich.

[28] World Book Co., 313 Park Hill Ave., Yonkers 5, N. Y.

C U to the Rescue

JOHN, a school custodian, could not forget that he belonged to a minority group. Altho a veteran of World War II, he never felt at home in the community. The chairman of the credit-union committee thought John ought "to send his roots down," and this could be done if John owned a house. John agreed, and the house was financed by the credit union. As John built his home, he built into his life a feeling of belonging and a sense of security. His attitude toward the community changed, and the attitudes of others toward him improved.

For many years George, a classroom teacher, had wanted a home. The credit union loaned him $10,000, and after some eight months of hard work the family moved in. Shortly thereafter George died of cancer. The CUNA Mutual Insurance Society paid off the loan balance of about $9300. His widow was given a clear title on the property by the credit union.

Sam had accumulated a considerable debt. Despite strenuous efforts, he was having difficulty in paying it off. The credit union was asked to give a hand and try to help Sam work out a finance plan. Looking upon the situation as a longtime investment, the credit union has set Sam on the way toward financial stability. He will be out of debt in a few years.

—Sent to the NEA Credit Union Committee by the Denver Public School Employes Credit Union.

NEA Activities

Mary Ann Pesognelli

PHOTOREFLEX STUDIO

Miss Pesognelli, a teacher in the Linden School, Pittsburgh, Pa., is the first NEA life member whose dues were credited to the new NEA Building Fund. She is a member of the NEA Committee on Tenure and Academic Freedom.

Givens Receives Exhibitors Award

WILLARD E. GIVENS, retired NEA executive secretary, received the 1953 American Education Award given annually by the Associated Exhibitors, NEA, for outstanding contribution to the broad field of education. The award was made Feb. 18 during the Atlantic City meeting of the American Assn of School Administrators [an NEA department].

Festival of Sports

INTERPRETING school physical-education programs to the public and helping with community recreation projects are aims of school people over the nation during the Mid-Century Festival of American Sports, Apr. 11-May 17. Among sponsoring organizations of the event are the US Office of Education and the American Association for Health, Physical Education, and Recreation [an NEA department].

Meeting of Student Councils

"YOUTH Builds Tomorrow's World" will be the theme of the seventeenth annual National Conference of Student Councils scheduled June 15-18 in Portland, Oreg. Student-council representatives from 40 states, Canada, Mexico, and Hawaii are expected. NASC is a major project of the National Association of Secondary-School Principals [an NEA department].

NEW OFFICERS

Supervision and Curriculum

President: Alice Miel, Teachers College, Columbia University.

1st vicepresident: Maurice R. Ahrens, public schools, Corpus Christi, Texas.

2nd vicepresident: Robert S. Gilchrist, public schools, Pasadena, Calif.

Field secretary: Maycie K. Southall, George Peabody College for Teachers, Nashville, Tenn.

New executive-committee members: Susan Crutchfield, Galveston, Texas; Verna F. Walters, Kent State University, Ohio; Vernon E. Anderson, University of Connecticut, Storrs.

Educational Research Association

President: Guy T. Buswell, University of California, Berkeley.

Vicepresident: H. H. Remmers, Purdue University, Lafayette, Ind.

Teacher Education

President: Marion R. Trabue, Pennsylvania State College, State College.

President-elect: Herbert D. Welte, Teachers College of Connecticut, New Britain.

Secretary-treasurer: Edward C. Pomeroy, Oneonta, N. Y.

New executive-committee members: J. R. Rackley, University of Oklahoma, Norman; Forrest W. Murphy, University of Mississippi, Oxford.

Rural Education

President: M. L. Cushman, Iowa State College, Ames.

Vicepresident: Mary R. Watson, State Department of Education, Santa Fe, N. Mex.

Executive committee: Thomas E. Robinson, New Jersey State Teachers College, Glassboro; Howard G. Sackett, district superintendent of schools, Port Leyden, N. Y.; Rosalie W. Farley, University of Nebraska, Lincoln.

School Transportation Division of Department of Rural Education

President: John L. Vickers, state director, division of pupil transportation, Frankfort, Ky.

Vicepresident: J. F. Lautenschlager, county superintendent of schools, Coshocton, Ohio.

Executive committee: T. Wesley Pickel, State Department of Education, Nashville, Tenn.; Michael J. Haggerty, State Department of Education, St. Paul, Minn.; Earl Darnell, director, school transportation, Greenbrier County, Lewisburg, W. Va.

Elementary School Principals

President: Mamie Reed, St. Louis County, Mo.

Vicepresidents: 1st, Edwon L. Riggs, Phoenix, Ariz.; 2nd, Mathilda Gilles, Salem, Oreg.; 3rd, Johanna Havlick, Kennett Square, Pa.; 4th, Orlan Fowler, Clarksburg, W. Va.; 5th, R. Melvin James, Portales, N. Mex.

Teacher-Retirement Council

Chairman: Robert W. Harper, Helena, Mont.

Vicechairman: Nathan H. Yelton, Raleigh, N. C.

Edward C. Pomeroy

OSCAR PHOTO

Edward C. Pomeroy is the new secretary-treasurer of the American Assn of Colleges for Teacher Education, an NEA department. Dr. Pomeroy succeeds Charles W. Hunt, who retired after 25 years of service.

NEA PUBLICATIONS

Women in Educational Administration, a Study Guide, prepared by the Natl Council of Administrative Women in Education. Guide for use in connection with recent studies of the council, *Administrative Opportunities for Women in School Systems,* and *Administrative Women in Higher Education.* 1953. 7p. Single copy 15¢. Order from NCAWE, NEA.

Teaching Citizenship through Human Relations. Fourth in series of bibliographies entitled "Approaches to Citizenship Education." 6p. Single copy, 3¢. Order from Citizenship Committee, NEA.

Pupil Transportation, 1953 yearbook of the NEA Department of Rural Education, edited by Robert M. Isenberg. Ideas, facts, and illustrations of good practice in pupil transportation. 1953. 190p. $2, paper; $2.50, cloth. *A Guide for Analyzing Pupil Transportation Program,* [companion volume to *Pupil Transportation*] provides for an appraisal of the local pupil-transportation program. 1953. 18p. 50¢. Order both yearbook and guide from Dept of Rural Education, NEA.

Materials for Teaching Dance: Vol. I, Modern Dance and Children's Dance. Selected list of recordings, piano music, books, and articles on the dance. 1953. 54p. $1. Order from American Assn for Health, Physical Education, and Recreation, NEA.

New Loopfilm on Artificial Respiration. Continuous film showing approved Red Cross method of artificial respiration. Adapter included. $4.50. Order from AAHPER, NEA.

Official Softball-Track-Field Guide, 1953-54. Annual official guide for women's athletics. 160p. 50¢. Order from AAHPER, NEA.

Planning Schools for Use of Audio-Visual Materials: No. 2, Auditoriums,

[*Continued on page 306*]

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[*Continued from page 304*]
edited by Ann Hyer. Basic performance standards for auditorium planning to insure adequate use of audio-visual materials. 1953. 36p. $1. Quantity discounts. Order from Dept of Audio-Visual Instruction, NEA.

The Dean of Girls in the High School, published by the National Association of Deans of Women [an NEA department] reviews the position of the dean or counselor of girls—her function, status, and influence. Symposium, reprinted from *Journal of the National Association of Deans of Women,* Oct. 1952. 38p. 50¢. Quantity discounts. Order from NADW, NEA.

The United Nations, Unesco, and American Schools, prepared by the Educational Policies Commission of the NEA and AASA. Policy statement which includes an objective presentation of the facts about UN and Unesco, and an interpretation of the duties of American schools with respect to them. 1952. 8p. Free. Order from NEA.

Social Studies for Older Children: Programs for Grades Four, Five, and Six, edited by Loretta E. Klee. Suggestions and recommendations for meaningful, functional social-studies learning experiences for children in the middle grades. 1953. 148p. $2. Order from Natl Council for Social Studies, NEA.

Putting PR into HPER, prepared by a joint committee of the American Assn for Health, Physical Education, and Recreation and the Natl School Public Relations Assn. Public-relations handbook for school personnel in the health, physical education, and recreation fields. 1953. 64p. $1. Order from AAHPER, or NSPRA, NEA.

Proceedings of the Seventh National Conference on Citizenship. Pictorial report of the 1952 NEA-US Department of Justice national conference on citizenship. 56p. 50¢. Order from Citizenship Committee, NEA.

So They Say About Higher Education. Digest of articles on higher education appearing in lay magazines, arranged by the NEA Research Division. 1953. Single copy, 15¢; annual subscription, 50¢. Order from Assn for Higher Education, NEA.

Improving Standards for the Teaching Profession: Official Reports of 1953 Regional Conferences. One-volume report of the six regional conferences on teacher education and professional standards held in 1953. 96p. $1. Order from Natl Commission on Teacher Education and Professional Standards, NEA.

NEA CALENDAR

May-August

May 1-3: Northeast Regional Classroom Teachers Conference, Swampscott, Mass.

May 3-7: Workshop of the Society of State Directors of Health, Physical Education, and Recreation, Rosconmon, Mich.

May 7-8: Mid-South Conference on Rural Education, Dept of Rural Education, Birmingham, Ala.

May 7-9: Regional Conference, East Central District, Dept of Elementary School Principals, Cincinnati, Ohio.

May 8-10: Seventh Annual State Presidents Conference, American Assn of School Administrators, New York City.

May 25-26: Conference on Program Planning in Games and Sports for Boys and Girls of Elementary School Age, American Assn for Health, Physical Education, and Recreation, Washington, D. C.

May 29-30: Representative Assembly, United Business Education Assn, Washington, D. C.

May 29-30: Natl Convention, Future Business Leaders of America, Washington, D. C.

May 30-31: UBEA Executive Board, Natl Council for Business Education, Washington, D. C.

June 15-18: Annual Conference, Natl Assn of Student Councils of the Natl Assn of

Secondary-School Principals, Portland, Oreg.

June 19-21: Second Annual Convention, Mountain-Plains Region, United Business Education Assn, an NEA department, Estes Park, Colo.

June 21-July 11: Natl Training Laboratory in Group Development, Bethel, Maine.

June 24-26: Centennial Action Program meeting of NEA, Miami Beach, Fla.

June 24-27: Eighth Annual Natl Conference of the Commission on Teacher Education and Professional Standards, Miami Beach, Fla.

June 27-29: Annual Summer Conference and Business Meeting, Natl Science Teachers Assn, Miami Beach, Fla.

June 28-July 3: NEA Representative Assembly, Miami Beach, Fla.

June 28–July 3: NEA departments, Miami Beach, Fla.: American Assn of School Adminstrators; American Industrial Arts Assn; Assn for Higher Education; Assn for Supervision and Curriculum Development; Audio-Visual Instruction; Classroom Teachers; Elementary School Principals; Home Economics; Internatl Council for Exceptional Children; Kindergarten-Primary Education; Music Educators Natl Conference; Natl Art Education Assn; Natl Assn of Deans of Women; Natl Council for the Social Studies; Natl Council of Administrative Women in Education; Natl Council of Teachers of Mathematics; Natl Retired Teachers Assn; Natl School Public Relations Assn; Rural Education; Speech Assn of America; United Business Education Assn; Vocational Education.

There is no beautifier of complexion, or form, or behavior, like the wish to scatter joy . . .
—Ralph Waldo Emerson

June 29-July 9: Internatl Conference on Music Education, Brussels, Belgium.

July 6-18: Classroom Teachers Natl Conference, SS Nuevo Dominicano, leaves Miami, Fla., July 6.

July 13-17: Institute, Natl Assn of Educational Secretaries, Chapel Hill, N. C.

July 24-26: Annual Convention, Natl Assn of Educational Secretaries, Denver, Colo.

July 27-31: Institute, Natl Assn of Educational Secretaries, Denver, Colo.

July 31-Aug. 4: First Assembly of Delegates, World Confederation of Organizations of the Teaching Profession, Oxford, England.

Aug. 3-7: Institute, Natl Assn of Educational Secretaries, Boston.

August 24-26: Summer meeting, Natl Council of Teachers of Mathematics, Kalamazoo, Mich.

NEW NEA LIFE MEMBERS

Feb. 11-March 13, 1953

Alabama—J. W. Letson
Arizona—Richard B. Bridgewater
California—Everett Harwell, E. Lloyd Knisley, Mary Catherine Smith, Rose McIntyre, George O. Staley, Charles E. Hamilton, William J. Burkhard, Pamela Ann Minkler, Yoneko Miyamwra
Colorado—Leah M. Stratton, John Loren Creese
Connecticut—Jacob A. Haroian
D. C.—Sam M. Lambert
Georgia—Ivella K. Mills, J. Harold Saxon
Illinois—Louise L. Tyler, Wallace A. Hanson, Mary Josephine Clapp, Glen E. Foster
Maryland—Alberta J. Withers
Massachusetts—Israel Greenberg
Michigan—Wilma E. Carlin, Mary M. Robinson
Missouri—Louis Lunte, Almer L. Story, Cora Lee Stanford, Thelma G. Wilkerson, Catherine E. Snell, Amy Rose Shane
Montana—Clifford D. Slavsky, Albert Hopkins, Charlene Moss
New Hampshire—Mabel M. McKelvey
New Jersey—Justin H. Hess, Charles M. Robertson, Roy S. Lockhart, Theos I. Anderson, Peter Antonelli
New York—Dorothy E. Cooke, Clayton E. Rose, Stanley Applegate, Kenneth A. Myers, Bernice H. Burkett, Erwin L. Coons
North Carolina—Carrie R. Quander, Reva Rich, E. Thomas
Ohio—Leo A. Lucas, Frank Percic, Fred J. Schmieder
Pennsylvania—Trusten M. Baldwin, Jean E. Wilson, Caroline F. Feldman, M. Ruth Taylor, Frank D. Rovilea, Jr., Charles W. Ekey, Mildred Huebner, Mary Rossini De Carlo
South Carolina—G. C. Mangum, Jr.
Tennessee—Kermit C. King
Texas—Kathryn S. Gibson, Lee R. Williamson

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Our Readers Write

[*Continued from page 263*]

which contains the statement that the teacher "gives each member of the class the name and address of a Hawaiian youngster so that each American child can write a letter in English class to a Hawaiian child."

I wonder if this teacher is not aware that the children in the schools here are Americans. I hope that the "American" children in this teacher's class have by this time received letters from their pen pals in Hawaii, and realize that children in the schools of Hawaii are loyal American citizens, more like than unlike themselves. — MARY MUSGROVE, *director of kindergartens, Department of Public Instruction, Honolulu, Hawaii.*

♦ *Both the author and members of* THE JOURNAL *staff realize, of course, that the children in the schools of Hawaii are Americans. We are sorry that we let an erroneous impression slip thru.*

School Dances and Clementine

♦ *Clementine's light satire on school dances failed to amuse at least one reader, who writes:*

Do YOU honestly feel that highschool

[*Continued on page 310*]

Two ways you can protect your family against CANCER

...a check

...a check-up

Cancer strikes in one of every two families. Each year more than 60,000 American children under the age of eighteen lose a parent to cancer.

Yet many cancers can be cured, if discovered in time.

Every man should have a complete physical examination once a year. Women over thirty-five should have a complete physical examination twice a year. Patients are being saved today who could not have been saved even a few years ago.

The American Cancer Society asks your help.

How soon we find cancer's cause and cure depends on how soon and how much help comes from people like you.

Send contribution to Cancer, c/o your local Post Office.

Cancer strikes One in Five
STRIKE BACK...
Give to Conquer Cancer!

REUNION IN IOWA

ONE hazy blue September morning in 1920, Mrs. Lillian M. Oliver said, "Good morning, children," to her first class in a modest rural school in Monoma County, Iowa. For the next four years there she taught a typical group of about 35 farm children.

Being conscientious, she often worried about how many of the children seemed to be problems.

There was the dull one, for example, who acquired information as slowly and painfully as an oyster builds up a thousand-layered pearl. His fiercely furrowed brow and vague blue eyes used to haunt her dreams.

Then there was the hard-boiled young ruffian who was forever fighting. She had lost track of the number of times she had pried him away from one of his victims.

Almost as worrisome in her way was Marge, completely irresponsible and galloping off in four directions at once; or stick-in-the-mud George, who had no self-starter and had to be cranked up like a Model-T Ford.

Besides worrying about her students, she spent hours on end meditating about her own shortcomings. She had the guilty feeling that she should have spent more time teaching the children about indirect objects and fractions, and that most people would have called it frittering her efforts to teach them to think things out for themselves. She feared that the love of poetry she had given them would be considered as naught when it was found how shaky they were about meter.

"Oh, dear," she used to murmur to herself, "they'll probably all turn out to be miserable failures just because I'm doing things wrong. The trouble is that things keep coming up that seem more important than the lesson, and so I never can keep up with my plan book."

At the end of four years, Mrs. Oliver left her little country school and moved to San Diego. Here she worked for 25 years, becoming a teaching-principal, a principal, and finally a district superintendent.

When retirement came, she found her thoughts turning frequently to the students she had taught. She wondered what had happened to them thru the years, and those in her first school often came to mind.

Then last summer, some of her former pupils back in Iowa heard that Mrs. Oliver had retired. They decided to invite her to come back to a reunion in their little school. They dug up the school registers for those four years and got in touch with as many of the pupils as they could reach. The day for the reunion was set for September 28, 1952.

Mrs. Oliver drove to Iowa in a ferment of anticipation, trying to imagine how each person would look. But she found she was really quite unprepared to greet not only parents, but grandparents who had once been pint-sized towheads in her classroom.

Of the 114 people at the celebration, 26 were the original pupils. From the farms, the cities, and the distant states they had come bringing their children and grandchildren for their old teacher to see. One little girl said, "My daddy told me he was bringing me to see the finest teacher in the whole world."

A great Iowa-style picnic was spread under the giant maple trees in the autumn sunshine, and the old school bell was handed to Mrs. Oliver to call everyone to dinner. Later, as shadows lengthened, everyone went inside.

Remembering the songs she had taught them, one of the men asked her to play some of them on the old school piano. And so she did. And when she played the "Iowa Corn Song," everyone remembered to stand up and stretch his arms overhead to show how tall the corn grew.

The women reminded her of what a time she had had teaching some of them to sew. Others recalled how she had taught them art, and how proud they had been when some of their pictures were exhibited at the county institute. Mrs. Oliver was amazed because they seemed to remember learning more things than she remembered teaching them.

As they told something of their lives since leaving school, and as letters were read from those who were unable to attend, it was evident that each of them was successful in his field and carrying on worthwhile work in the world.

A warm feeling of contentment flooded Mrs. Oliver's heart. Most of those long-ago fears and worries had been groundless, after all. The children had all grown into fine citizens —the slow ones, the lazy ones, the ones with difficult dispositions. And how wonderful it was that they all seemed to think she had helped them!

—HAZEL B. TRIPP, *San Diego, California.*

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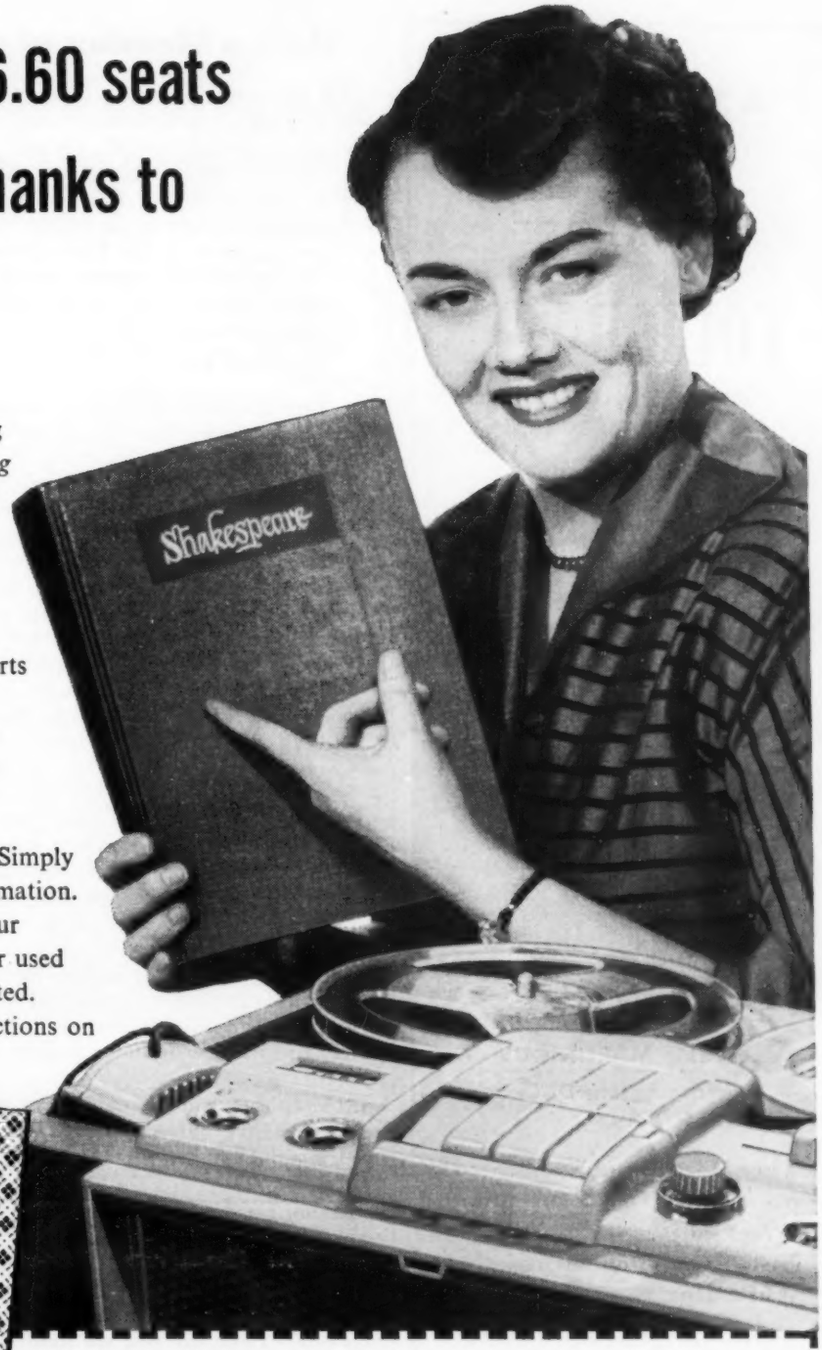

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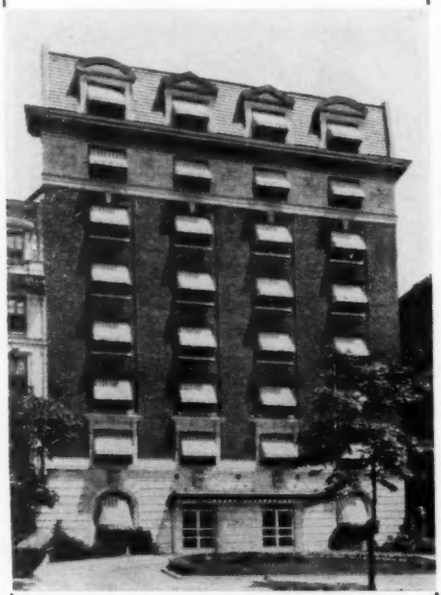

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She's a Member of our Team

WE THINK readers may be interested in hearing about an enterprising NEA member, Josephine Ora Young.

Many people became acquainted with Josephine and her remarkable family in 1951 when an article about them appeared in the *Farm Journal*, which was later dramatized on *Cavalcade of America* and condensed for *Reader's Digest*. Her mother is the 1953 "Mother of the Year" in Virginia.

Everyone must have been inspired and touched by the story of how her mother and her father—a Negro slave's son—reared 14 children and saw to it that all of them attended highschool and most finished college.

In spite of great poverty and hardships, which included having their house burn down and losing their meager savings in a bank failure, the Youngs forged ahead, ambitious and resolute, each one a team-player, each one with a thirst for learning. As the older children completed their schooling, they pitched in to give financial help to those who followed.

Five of them became class valedictorians, and five won college scholarships. Today the Young brood is making its own way in the world in the following occupations: registered nurse, librarian, mathematics teacher, farmer, contractor, elementary-school teacher, music teacher, builder, agriculture teacher, carpenter, and home-economics teacher and dietician.

Josephine, who started college with $2.50 in her purse, has received her MA and has completed a year of further study at Cornell. She is a substitute teacher at Dunbar Senior Highschool, Washington, D. C., and is an ardent supporter of the NEA.

When Josephine believes in something, she believes in doing something about it. After serving as a Maryland delegate at the 1951 San Francisco Conference, she wrote us, "I have been inspired to do all I can for the cause of education . . . Therefore, today, I am enclosing a check for the sum of $15 as my down payment on a life membership in the NEA."

This was gratifying, as always, but it was not until later that we discovered the contagious quality of Josephine's enthusiasm.

Recently, after she took our NEA tour to Scandinavia (her second NEA trip), we received five applications for life membership—one each from Oklahoma, Missouri, California, Maryland, and Pennsylvania—and each one, we discovered, was the result of a letter from Miss Young urging life membership. She sent such a letter to all the Scandinavian tour members.

—MARION TUCKER, *assistant to the editor,* NEA JOURNAL.

♦ *We thought that Josephine Young had established a record for obtaining life memberships. However, we have learned that three others, Eddy Webb of Colorado, Florence Smith of Missouri, and Walden H. George of Wyoming, have obtained five each, while Milton A. Heckman of Ohio leads the field with six life members.*

Our Readers Write

[*Continued from page 308*]

students would be fooled by a farce like this one? If you do, you are more naive than the majority of students and young adults. I can imagine the fun the students must be poking at the stiff old prude in the drawing.

The idea that turning down the lights and dancing cheek to cheek is apt to lead one morally astray went out with the Victorian age.—F. E. LOHR, *Reed City, Mich.*

Vocational Agriculture

THE February JOURNAL cover gives recognition to a very important class of people—farmers, and to a much needed type of education—vocational.—H. E. THROCKMORTON, *assistant vice-president, National Vocational-Agriculture Teachers Association.*

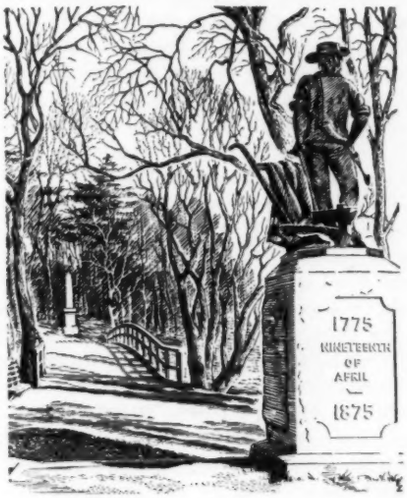
Cafeteria Manners Mended

OUR faculties and students enjoyed "Improve Your Pupils' Cafeteria Manners" in the February 1953 JOURNAL.

We, too, have been successful in improving our lunchroom manners. The

number eating in the lunchroom jumped by 26 when the children made posters to advertise "coming attractions" in our menus. Above is one poster advertising the Valentine lunch.—EUNICE B. BAILEY, *teacher, Valley View School, Route 1, LaFollette, Tenn.*

Two New NEA Tours



Minute Man statue, Concord, Massachusetts
DRAWING BY ELIZABETH ZIMMERMAN

The Great Lakes Region Tour will originate in Chicago and Macomb, Illinois. Then our members will travel by motor coach thru the lake and forest country of Wisconsin, Michigan, and Minnesota to Port Arthur in Ontario, Canada. The group will visit the paper and lumber industries of Wisconsin and observe the steel industry from the mining of ore in Virginia, Minnesota, to the completion of the automobile in Detroit. While visiting cooperative industries at Virginia, Minnesota, tour members will hear the story of the cooperative movement in the United States. And the group will enjoy recreation and learn of its importance as an industry at Ely, in the Minnesota lake area.

Western Illinois State College is cooperating with the NEA Travel Division in presenting this tour. Reese Jones of that institution will be the instructor-director, and academic credit may be earned in geography and conservation. Dates: June 24 to July 14.

The American History and Government Tour will go by rail from Chicago directly to Washington, D. C., where the group will see our federal government in action—not merely the buildings. The tour will then proceed to Richmond, Williamsburg, Yorktown, and Jamestown, Virginia. Next, the group will travel by motor coach north to Philadelphia, New York, and Boston. Several days will be spent in each of these cities, and competent persons will give tour members historic perspective and emphasize elements making the cities great centers today. Dates: June 30 to July 21.

For details about these and the many other NEA tours write NEA Travel Division, NEA headquarters.

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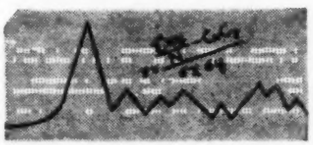

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Sponsoring organizations are the NEA, American Legion, National Congress of Parents and Teachers, and US Office of Education.

Reprints Available

REPRINTS [in black and white] of the February JOURNAL centerspread, "Milestones in American Educational History," are available free as long as the supply lasts. Order from NEA.

Sportsmanship Thermometer

LAMAR [Mo.] Highschool takes its sportsmanship temperature at home basketball games with a huge, homemade, thermometer-like sportsmanship indicator. The indicator, suggested by the Lamar basketball coach, was constructed by the school's industrial-arts department and cost less than $25.

The degree of sportsmanship and attitude of the players, coaches, and spectators is recorded by an electric device after each quarter of play by the home and visiting coaches, two officials, and either the visiting superintendent or principal. The sportsmanship rating is indicated by lighting of a plastic center on the 4′ by 9′ plywood "thermometer." Lighting is controlled by a central switch. The reading indicated by the final minute of play of the last home game is used at the start of the next.

School Rides the Rails

FRED SLOMAN, Canadian teacher, presides over an unusual school that brings elementary education to hundreds in sparsely settled northern Ontario. Graduates of the school have become doctors, nurses, mine and mill foremen, railroad men, business people, and farmers.

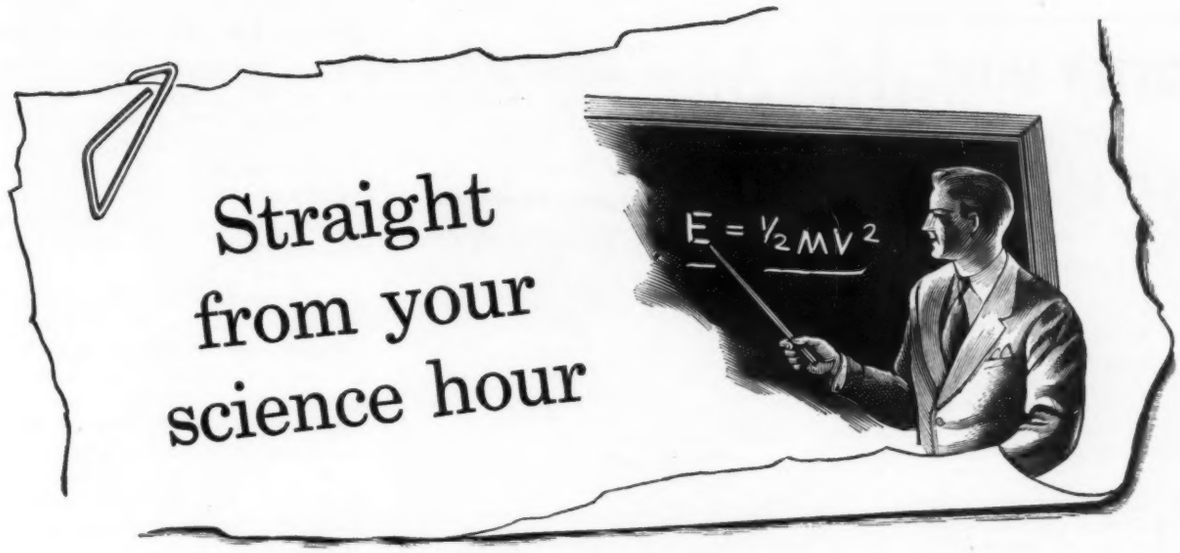
Quarters for this mobile school include two converted Canadian National Railways cars. One contains living quarters for Mr. Sloman and his family; the other is a classroom with books, desks,

[*Continued on page 314*]

US Education Exhibit Attracts Asiatics

AN EXHIBIT of materials on education in the US attracted considerable attention at a UNESCO regional conference on free and compulsory education in South Asia and the Pacific held at Bombay, India, Dec. 12-23, 1952. The exhibit included materials from the National Education Association.

In the picture above, material on Horace Mann, "father of the American public schools," attracts the attention of a visitor.



comes this modern braking power

WHEN your science teacher says "this is important" —better take those words seriously.

For many a theory or equation that seems old-fashioned or unimportant to you may be your first step toward a fine future in industrial science or engineering.

In fact, knowledge of what it means may actually save your life.

* * *

TAKE Newton's Law of Motion, for instance, E equals $\frac{1}{2}MV^2$.

In modern terms, Newton is telling you that the amount of energy needed to stop a moving automobile increases with the square of the speed. Or, in other words, if you double the speed of a car, you need four times as much braking force to stop it in the same distance.

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But the best brakes still must answer the command of the driver. And it's equally important for him to remember Newton's law and keep that force he's directing under easy-to-brake control.

So here, then—is just one of the many old textbook rules that have real meaning in modern life.

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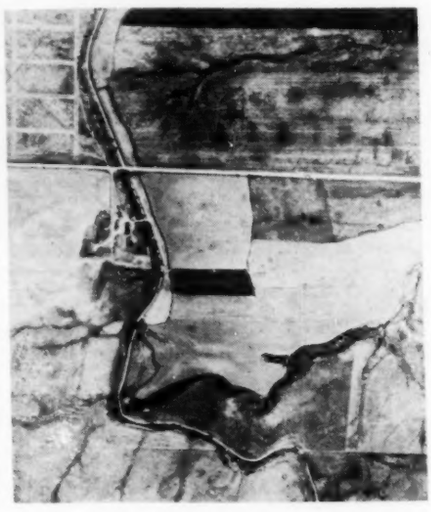
[*Continued from page 312*]

maps, and a lending library. Hauled by freight trains, the traveling school is uncoupled for a week at a time near tiny settlements.

Before and After



These 1948 [upper] and 1952 [lower] air views of the University Hills area in Denver [Colo.] show the rapid development of the area and illustrate how school needs can change in four years.

These "before" and "after" pictures were used in the successful promotion of a bond issue for school construction in Denver.

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Centennial of Free Public Education

ONE HUNDRED YEARS of free public education in New Brunswick, N. J., were celebrated Jan. 15 with an open house at Bayard Elementary School, site of the first free school in that city.

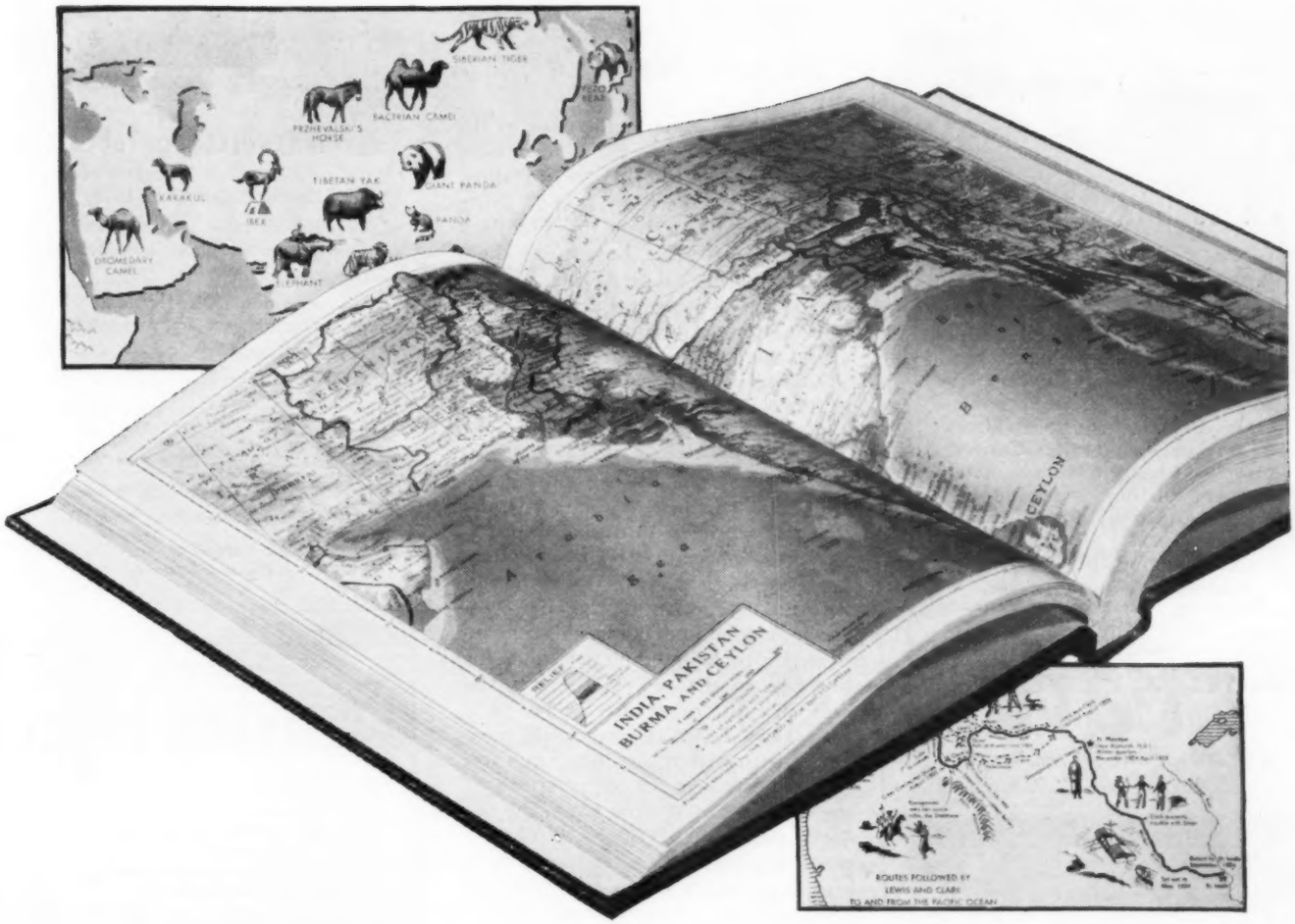
A typical classroom scene of a century ago [above] was featured at the open house. Hundreds of patrons and former pupils attended the celebration.

The New Brunswick Teachers Club initiated observance of the centennial.

QUESTION-OF-THE-MONTH:

How do you make good use of the noon hour and the recess period?

Answers of about 100 words are requested. Some will be published in future issues of THE JOURNAL.



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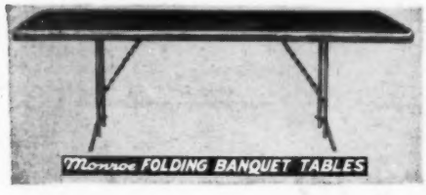

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Minor Miracle

MISS BAKER stood at the door of the chartered bus. On the sidewalk in front of the zoo milled 30 squealing, excited second-graders. And flying about them like a sheep dog in a flock of lambs was Willie, busy lining them up for the trip home. Willie, his face clean and shining with importance, was playing the unaccustomed role of teacher's helper.

It was just the day before that Willie had represented the proverbial last straw to Miss Baker. When the afternoon dismissal bell rang, she had sighed with relief. It was sultry, and the two or three regular mischief makers had showed unusual resourcefulness. Especially Willie—he had been *impossible*. And Willie hadn't brought his money for the trip.

She had reminded the children repeatedly to bring their quarters for bus fare to the zoo. Willie was the only one to forget three days in a row. That settled it! She would have a chat with that young man's mother.

Her heels beat an angry tattoo as she turned into Willow Lane, the address given on Willie's enrolment card. Belying its pleasant name, Willow Lane was a dirty, tumble-down alley, and Miss Baker paused uncertainly until she saw Willie sitting on the steps of a decrepit old streetcar with sleazy rayon curtains at the windows.

"Is this where you live, Willie?"

"Yeah. So what?" he muttered and darted across the street.

Hesitantly she peered into the hot murky interior of Willie's home. The woman peeling potatoes was his mother, all right. There was a strong resemblance, even to the bedraggled clothes and uncombed hair.

"I'm Willie's teacher," said Miss Baker.

"Well, you're just wasting your time coming here. I can't do nothing with him. You go ahead and do whatever you like," and she turned sullenly back to her half-peeled potatoes.

"No, wait!" Miss Baker cried. "It isn't that at all." She improvised rapidly. "I want Willie to help me tomorrow."

"You *what?*" Her jaw sagged in unbelief.

"Yes," she hurried on, "I'm taking my class to the zoo tomorrow, and with 30 children I'll have more than I can handle. If you'll let Willie go and help me, I'll pay his way. I really need him."

"I never thought to hear anybody say they wanted Willie for a helper. Sure he can go if it's free. He's been

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THE PURDUE OPINION PANEL is now accepting subscriptions for its twelfth annual series of three polls, to be administered between October, 1953 and March, 1954, to high school students across the nation.

Typical topics of the polls include feelings and opinions about current events, personal problems, school problems, etc.

Cost for all three polls, including materials, national reports and your school's reports for each poll, is only ten cents per pupil for the entire year!

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nagging at me all week for a quarter, and as I told him, I ain't got no spare quarters for him to gawk at a bunch of wild animals."

Willie now had the children lined up and was marshaling them into the bus, his shoulders back and chin high with the pride of achievement. Miss Baker smiled down at the small miracle of clean little, proud little, responsive Willie.

—*Adapted from sketch by Harry Ezell in* School and Community.

Audio-Visual Materials

Nature Study

AN INCREASING number and variety of instructional materials dealing with nature are becoming available. The motion pictures and filmstrips in this list, selected by Carolyn Guss of the Audio-Visual Center, Indiana University, Bloomington, are designed to supplement actual observation and the study of natural objects and phenomena *in situ* as well as in museums and classrooms.

Numbers in brackets refer to distributors or producers, who will provide purchase and rental information on the materials listed as well as on their other productions dealing with nature.

Birds of the Inland Waterways (one of a series of 9 motion pictures). Each, 10 min. sd. color. [3] Gr. 4-12, college.

Birds of North America (one of a series of 16 motion pictures). Each, 9 min. sil. color. [6] Gr. 4-12, college.

Camouflage in Nature by Form and Color Matching (motion picture). 10 min. sd. color. [3] Gr. 4-12, college, adults.

Growth of Flowers (motion picture). 9 min. sd. color. [3] Gr. 4-12, college.

Life in Ponds, Lakes, and Streams (filmstrip). 59 fr. sil. color. [7] Gr. 4-9.

Monarch Butterfly Story (motion picture). 11 min. sd. color. [4] Gr. 4-12, college.

Realm of the Wild (motion picture). 28 min. sd. color. [9] Gr. 4-12, adult.

Seasonal Changes in Trees (motion picture). 11 min. sd. b&w and color. [3] Gr. 4-9.

Seed Dispersal (motion picture). 11 min. sd. b&w [4] Gr. 7-12, college.

Sharp Eyes (motion picture). 11 min. sd. color. [1] Gr. 4-9.

Solar Family (motion picture). 11 min. sd. b&w [4] Gr. 9-12, college.

Spiders (motion picture). 17 min. sil. b&w [4] Gr. 7-12, college.

Structure of Birds (filmstrip). 56 fr. sil. b&w. [7] Gr. 4-12.

Understanding Snakes (filmstrip). 28 fr. sil. b&w. [10] Gr. 4-9.

Weather (motion picture). 10 min. sd. b&w. [5] Gr. 1-6.

[*Continued on page 318*]

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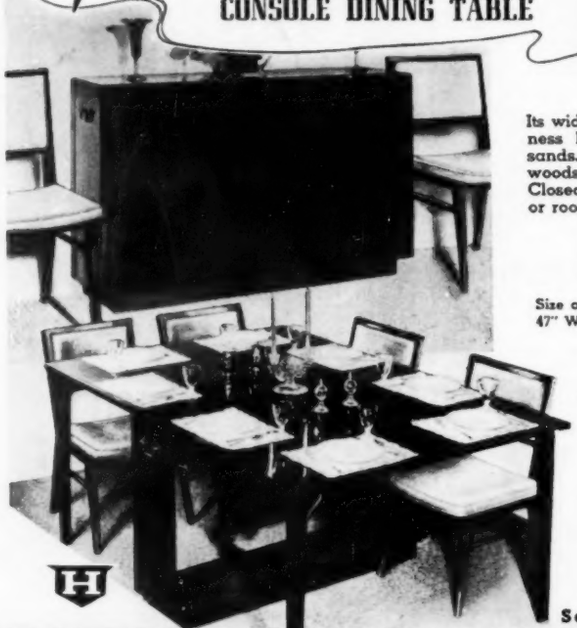

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[Continued from page 317]

What Causes the Seasons (motion picture). 12 min. b&w. [11] Gr. 4-8.

Wonders in Your Own Backyard (motion picture). 10 min. sd. b&w and color. [2] Gr. 1-6.

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[1] Capital Film Service, 224 Abbott Rd., East Lansing, Mich.; [2] Churchill-Wexler Film Prod., 801 N. Seward St., Los Angeles 38; [3] Coronet Instructional Films, 65 E. South Water St., Chicago 1; [4] Encyclopaedia Britannica Films, 1150 Wilmette Ave., Wilmette, Ill.; [5] Gateway Productions, Inc., 1859 Powell St., San Francisco; [6] Heidenkamp Nature Pictures, 538 Glen Arden Dr., Pittsburgh 8; [7] Jam Handy Organization, Inc., 2821 E. Grand Blvd., Detroit 11; [8] Popular Science Publishing Co., 353 Fourth Ave., New York 10; [9] US Dept of Agriculture, Motion Picture Services, Office of Information, Washington, D. C.; [10] Wayne University, Detroit 1; [11] Young America Films, Inc., 18 E. 41st St., New York 17.

What Would You Do?

JEAN

MEDIOCRE scholarship, reluctance to participate, and lack of spontaneity were evidence of Jean's marked timidity. A sixth-grade pupil, she scarcely opened her mouth in class.

I made opportunities to chat with her about her hobbies, family, friends, ambitions. In class I referred occasionally to things she had told me that were appropriate to our discussions. I began to call on her in class, too, when I felt certain she knew the answer.

One day I asked Jean if she would like to help in the library. She hesitated, but went. In the library, her quietness was an asset. An understanding librarian was pleased with her work and told her so.

The committees in our class had rotating chairmanships. When Jean's turn came, I made it a point to be near enough to help her over a few bad spots. The class thought she made a fine chairman!

Jean did not like to read aloud in class, but by preparing a certain section ahead of time, she was able to manage it better, and the experience became another steppingstone to self-confidence.

By the end of the school year Jean had come out of her shell to such an extent that she was able to carry an important part in our school play. And she was a great deal happier, I might add.

—JERRY G. KESHIAN, *Valley Stream School District, N. Y.*

All About Teachers

A TEACHER must be mother, father, policeman, judge, and jury to more than two dozen youngsters for the long hours every day when the kids are on their most squirmy, wiggly, and energetic behavior.

She must love each child mightily in order to put up with him, but she must never let her affection for one child spill over sufficiently for him to be labeled a "teacher's pet."

Teachers get the good and the bad, and thru some mysterious alchemy are expected to turn out annually a delegation of wellbehaved, educated children, ready for the next grade.

A teacher must be prepared for anything. There are more emergencies in the classrooms than in the hospital, more fights in the playground than in a boxing arena, and more puppy-love heartbreaks at the water fountain than are to be found in the movies.

She must know everything, for she will be asked everything. She must be adept at putting on snow-suits, finding lost glasses, sympathizing with tummyaches, making speeches, breaking up spats, writing notes, keeping order, interior decorating, amateur carpentry, and, last but not least, in teaching school.

Teachers have more bosses than anybody else. They must work with the schoolboard, the supervisors, the parent-teachers association, the community, and the kids looking over their shoulders.

They must lead strange lives, ever keeping themselves as exemplary as preachers, as diplomatic as ambassadors, as persistent as insurance agents, as enthusiastic as used car salesmen, as cheerful as radio comedians, as wellgroomed as models, and as long-suffering as schoolteachers.

Teaching is a liberal education for the teacher herself. After a few years of existing on a small salary, making out report cards or grading papers to midnight, keeping parents happy and each day braving the schoolroom with its assorted collection of kids, surely no other life can hold any terrors for teachers!

Tears, giggles, tardiness, hair-pulling, stubbornness, trifles, pouting, noise, silence, love, hate, intelligence, and stupidity—the teacher must take them all in stride and still have the endurance at the day's end to visit her little charges in their own homes.

Few others put up with so much for so little, but few others have the vast, personal satisfaction of looking into the long rows of marching students in the past and in the future and of knowing the footsteps of those marchers have been directed into right paths.

—JOE PARHAM, editor, in the *Macon Telegraph and News*, Feb. 1, 1953.

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Honey or Jam

In our room we have
One-way drives;
The students are as thick
As bees in hives.
They fill the room,
Right to the door,
For the number therein
Is about twoscore.

—MARY TONDEE, *Consolidated School, Ellaville, Ga.*

AT A recent performance of a school operetta, Hansel and Gretel had just pushed the wicked old witch into the oven and slammed the door tight.

A few minutes later, during a lull in the music, a small voice in the balcony piped excitedly, "Look in and see if she's done yet!"

—ETTA PALMBLADE, *Holdrege, Nebr.*

One of her eighth-grade boys, reports Edna M. Littlefield of Waterville, Maine, wrote an exciting book report on *Wild Bill Hiccough.*

Excerpts from a home-management notebook:

"Orange the room with care."

"We get some of our traits from our ant sisters."

—MRS. BETH FLEMING, *Fairfield Public School, Nebr.*

E. LEO WAIAN, principal of the Monterey Avenue School, Burbank, Calif., sent in the following oil masterpiece, written by a fourth-grade gusher:

"Oil is found in the earth. We could not have cars and airplanes and trains or even valuable oil paintings if there wasn't oil. Oil is also valuable. You ought to be thankful that we have oil. Oil has been on earth ever since the beginning of our world. Oil is sometimes called 'Black Gold' because it is worth as much as gold and two rubies. You should like oil even if it is castor oil. Castor oil is good too because it makes you well. No matter what kind of oil it is, it is good oil."

Seeing a load of logs piled at the side of the road, the little girl exclaimed, "Look! They're going to build some more trees."

One morning at school I mislaid my red pencil; it was not on my desk, nor in the chalk tray, and I had not stuck it in my hair. "Where could I have left my red pencil?" I asked rather impatiently.

Gene, who was looking over some papers I had handed back to him, said with an impish grin, "I think you left most of it on my paper."

MRS. RACHEL FABERT, *Champaign, Ill.*

Little ladies may be born, but little gentlemen are hewn, like monuments, out of solid resistance.—*Briefs for Spokane County Schools.*

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